

Open Social Studies

An Inquiry-Based and Literacy-Focused K-6 Curriculum



INSTRUCTOR MANUAL

Level: Grade 1

Our Communities: Local, State, Nation, World

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INTRODUCTION

Starting in the early elementary grades, all children should receive regular instruction in the social studies, which includes history, civics, geography, and economics. However, there are real pressures on schools and teachers to increase the amount of instruction in other subject areas, which often comes at the expense of their social studies time.

This curriculum was built to help teachers in K-6 schools regularly enact powerful and authentic social studies in their classrooms that will also meet essential literacy goals (linking every lesson to the Common Core State Standards). In other words, it leverages the richness of social studies content to help students learn to read, write, speak, and think critically while exploring the past and present world around them. It aims to make every single lesson culturally relevant, connecting to the racial, ethnic, gender, class, language, and immigration experience of the increasingly diverse United States.

ORGANIZATION

These lessons are meant to supplement the school or district social studies curriculum. They are free and open source. Teachers are encouraged to modify and adapt these lesson plans for the individual needs and diverse cultural backgrounds of their students. They are only a guide, or perhaps better a “starter kit” to implementing lessons with important disciplinary questions and social studies content. Moreover, these social studies lessons should be supported with rich English language arts (ELA) texts on related topics.

This curriculum is organized by grade level, with an organizing theme, and each grade is color coated for quick reference. Within each grade level, it is organized by lesson. At the beginning of each grade level, there is a roadmap for that shows the individual lesson topics. Additionally, each lesson plan follows the same lesson plan template and always includes a thought-provoking inquiry question for the students to answer and primary/secondary sources to use as evidence. All lessons for the primary grades (K-2) are expected to be 30 minutes in length and the intermediate grades (3-6) are expected to be 45 minutes in length. However, depending on the pace of your students, lessons may need to span two or more 30- or 45-minute periods.

This curriculum was designed for students in the Boston Public Schools and each lesson cites the Massachusetts Curriculum Framework for History and the Social Sciences (aligned with the national College, Career, and Civic Life Framework for Social Studies State Standards) and Common Core State Standards. However, this curriculum can be easily adapted for other communities, including districts using other state curriculum frameworks. Some lessons are specifically about history and current events in Dorchester, Boston, and Massachusetts. Teachers from other cities/towns and states are encouraged to adapt these lessons for their particular communities.

HOW TO USE THE CURRICULUM RESOURCES

This curriculum includes three separate resources. The Instructor Manual includes all of the lesson plans, including materials, standards, procedures, and evaluation instructions. The Student Workbook includes all of the student handouts and other materials that teachers need to print for the various activities. The Student Sourcebook includes all of the documents that students are expected to use during the various inquiry activities, which teachers need to print for the various activities.



We encourage teachers or principals to have the materials in the Student Sourcebook color-printed into bound packets, so they can be used in multiple classrooms or over multiple years. If students are using a bounded sourcebook, avoid having them highlight/underline as some lesson instructions suggest.

In this Instructor Manual, each title listed in the Table of Contents is a hyperlink to that specific lesson. This will help you quickly locate each lesson plan.



GRADE 1

Our Communities: Local, State, Nation, World

GRADE 1 CONTENT OVERVIEW

Strong communities are incredibly important for the sustainability of our societies. The word community comes from the Old French for “common” and “shared by all,” and these lessons have been designed to help students see our collective community responsibilities. Grade 1’s lessons help students learn that we are all members of multiple and overlapping communities and that we all contribute to those communities in different ways. In this curriculum, communities will typically be described at the local, state, national, and global levels. By the end of Grade 1, students should understand that they are members of many communities and that the success of their communities rely on their participation and support for others.

GRADE 1 LEARNING GOALS

1. Students Should Build on Opinions to Begin Making Arguments

Before grade 1, students have opinions. Opinions are claims that are not necessarily based in evidence. Arguments include both claims and evidence. In grade 1, students should practice using evidence to support their claims. Yet, it is expected that students will not be able to make arguments with the same level of sophistication as intermediate (grades 3-5) students or adults. Argumentation in grade 1 is about “trying out” arguments by answering a question using sources.

2. Students Should Recognize Differences and Begin to Acknowledge Inequities

Before grade 1, most students have developed a strong understanding of fairness. Students are also beginning to recognize racial, gender, and other social differences (there is evidence that most children can detect racial and gender differences by about age 2). In grade 1, students should be able to recognize differences and begin to acknowledge inequities (or a lack of fairness or justice).

3. Students Should Understand Multiple Perspectives

Before grade 1, students are beginning to understand that different people in the past or present may experience the same situations or events differently. This occurs in their own lives at school and home. In grade 1, students should examine examples of people thinking differently about the same situations or events.



CONCEPTS

Synopsis	Content	Thinking Skills
<p>1. Time, Continuity, and Change Students are introduced to the human story across time. They will examine the experiences of different groups of people as they endure and change. This includes how humans keep track of time.</p>	<ul style="list-style-type: none">• Time is the human understanding of the sequencing of events over time and it includes the past, present, and future.• By understanding the past and present, we are able to make informed decisions in the future.• Over time there is both continuity and change.	<ul style="list-style-type: none">• Create chronological sequences of events.• Recognize that people in the past thought and lived differently than we do today.• Compare different perspectives of people in the past and present.• Examine different accounts of people from past and present events.
<p>2. Families Students are introduced to families as a basic unit of communities. They examine families that vary in size and composition, as well as beliefs, customs, and traditions. They research their own family's ancestral history and learn about other families inside and outside their local community.</p>	<ul style="list-style-type: none">• Communities are made of families and families vary in size and composition.• Families are made of many generations and knowing about our ancestors in the past help us better understand our family today.• Families have different beliefs, customs, and traditions based on racial, ethnic, religious, national origins.	<ul style="list-style-type: none">• Describe your own family's history, beliefs, customs, and traditions.• Compare your family's history, beliefs, customs, and traditions to others' families.• Explain that many different families make up our communities and that this diversity makes communities stronger.
<p>3. Local and State Communities Students are introduced to local governments. They will examine the importance of the local community.</p>	<ul style="list-style-type: none">• Local communities (cities/towns) and states have governments that make rules and laws.• There are many ways to influence our local communities and it is important for people to participate in making their communities better.	<ul style="list-style-type: none">• Describe the difference between neighborhoods, cities/towns, and states.• Identify local problems and synthesize possible solutions.



4. Nations

Students are introduced to nations. They will examine the contributions of Americans in the past and present who have made an impact on the national community.

- Nations have important symbols and events that are used to create unity among people.
- Nations have important people who contributed to their development in the past and present.
- Identify the main ideals, symbols, and holidays of the United States and other nations.
- Explain the contributions to the nation of different Americans in the past and present.

5. World

Students are introduced to the world and the concept of global connection. They will examine the contributions of people in the past and present who have made an impact on the global community.

- The world has important people who contributed to its development in the past and present.
- Identify global problems and synthesize possible solutions.
- Explain the contributions to the world of people from different nations in the past and present.



GRADE 1 FIELD EXPERIENCES

It is strongly recommended that students engage regularly in social studies field experiences to connect their learning inside school to the world outside school. The Grade 1 curriculum covers the levels of community (family, local, state, national, global) through history, civics, geography, and economics. There are several field trip locations in the Boston area that would provide an excellent real world connection to this curriculum. We recommend the following:

Massachusetts State House

[Open to the public, no reservation required; contact your local state senator or representative to meet with them]

www.sec.state.ma.us/trs/trsidx.htm

Boston City Hall

www.friendsofbostoncityhall.org/boston-city-hall/

Dorchester Historical Society

www.dorchesterhistoricalsociety.org

The Pierce House

www.historicnewengland.org/property/pierce-house/



GRADE 1 PROJECT-BASED LEARNING

These lessons are meant to supplement the school or district social studies curriculum. In addition, teachers are strongly encouraged to have students engage in project-based learning related to the content of these lessons. The Grade 1 curriculum covers the levels of community (family, local, state, national, global) through history, civics, geography, and economics. Below are several suggested long-term projects that we recommend teachers use in conjunction with these lessons. These projects may include producing a report and/or brief presentations in the form of poster boards, digital slideshows, performances that highlight the positive and negative aspect to each historical event or person.

Project 1: Our Family

To extend on lessons 1-1 to 1-3, students will research their family's histories and discuss what makes their families special or unique.

Project 2: Our City/Town

To extend on lessons 1-4 to 1-6, students will research their city/town's histories and discuss what makes their community special or unique.

Project 3: Our Nation

To extend on lessons 1-7 to 1-15, students will research the United States' histories and discuss what makes their nation special or unique.

Project 4: Our World

To extend on lessons 1-15 to 1-20, students will research the different continents' histories and discuss what makes the Earth special or unique.

Project 5: Issues in Our Communities

To extend on lessons 1-1 to 1-20, students will research important current-day local, national, or global issues of their choosing (education, transportation, housing, health care, etc.) and present possible plans to help solve these problems.



GRADE 1 CHILDREN'S LITERATURE

These lessons can be supported with accurate and rich social studies texts within the language arts classroom. Below is a partial list of picture books (with topics in parentheses) that we recommend accompany this curriculum during students' language arts time or in a class library.

Since social studies sometimes involves difficult topics, teachers should always preview texts for their classroom to make sure they are appropriate for their students.

Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909 (Women's and Worker's Rights)

By Michelle Markel and Melissa Sweet

Bus Route to Boston (Transportation)

By Maryann Cocca-Leffler

The Colors of Us (Skin Color)

By Karen Katz

Daddy, Papa, and Me (Families)

By Lesléa Newman and Carol Thompson

Daring Amelia (Amelia Earhart)

By Barbara Lowell and Jez Tuya

Families (Families)

By Ann Morris

Harvesting Hope: The Story of Cesar Chavez (Cesar Chavez)

By Kathleen Krull and Yuyi Morales

I Have a Dream

By Martin Luther King and Kadir Nelson

King & King (Families)

By Linda de Haan and Stern Nijland

Me On the Map (Maps)

By Joan Sweeney and Qin Leng (NOTE: Avoid older versions of this text)

Mommy, Mama, and Me (Families)

By Lesléa Newman and Carol Thompson

A Picture Book of Jackie Robinson (Jackie Robinson)

By David A. Adler and Robert Casilla

The Race for the Chinese Zodiac (Calendars)

By Gabrielle Wang, Sally Rippin, and Regine Abos



Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez/La Historia de Dolores Huerta y Cesar Chavez (Cesar Chavez)

By Monica Brown and Joe Cepeda

See How They Run: Campaign Dreams, Election Schemes, and the Race to the White House (Election History)

By Susan E. Goodman and Elwood Smith

And Tango Makes Three (Families)

By Justin Richardson and Peter Parnell

Thunder Boy Jr. (Families)

By Sherman Alexie and Yuyi Morales

A Weed Is a Flower: The Life of George Washington Carver (George Washington Carver)

By Aliki



GRADE 1 ROAD MAP

LESSON 1-1

Lesson Title: Time and Calendars

Inquiry Question: Which calendar is most useful for its people?

LESSON 1-2

Lesson Title: My Family and Our History (Family Chronology)

Inquiry Question: What is my family's story?

LESSON 1-3

Lesson Title: Mapping Our Ancestors

Inquiry Question: How were our ancestors (or our own) journeys to (or within) the U.S. similar and different?

[This lesson uses a timeline for the Boston neighborhood of Dorchester, but it can be altered for other communities where this curriculum may be used]

LESSON 1-4

Lesson Title: An Introduction to Our Communities (Local, State, National, Global)

Inquiry Question: Which community is most important in your life?

LESSON 1-5

Lesson Title: Our Neighborhood (Dorchester)

Inquiry Question: What makes our neighborhood a great place to live?

[This lesson will be on one neighborhood in the City of Boston (specifically Dorchester), but can be altered for other communities where this curriculum may be used]

LESSON 1-6

Lesson Title: Our Boston

Inquiry Question: Should Boston be considered a world-class city? Why or why not?

[This lesson will be on the City of Boston, but can be altered for other communities where this curriculum may be used]



LESSON 1-7

Lesson Title: Our Nation

Inquiry Question: Why do you like living in the United States?

LESSON 1-8

Lesson Title: Important Americans (Part 1: Workers for Justice): Harriet Tubman, Alice Paul, Fred Korematsu, César Chávez

Inquiry Question: Which civil rights leader had the best way to make change?

LESSON 1-9

Lesson Title: Important Americans (Part 2: Breaking Barriers): Amelia Earhart, Jackie Robinson, Lin-Manuel Miranda, Yo-Yo Ma

Inquiry Question: What are the most important ways that these pioneers have broken barriers?

LESSON 1-10

Lesson Title: Important Americans (Part 3: Inventors): The Wright Brothers, George Washington Carver, Rachel Carson, Eugene Trinh

Inquiry Question: Which inventor contributed the most to our nation?

LESSON 1-11

Lesson Title: National Symbols: The Many Meanings of the American Flag

Inquiry Question: Is our flag a good symbol for our nation?

LESSON 1-12

Lesson Title: National Symbols: The Bald Eagle

Inquiry Question: Is the bald eagle the best choice for a national bird?

LESSON 1-13

Lesson Title: National Symbols: Monuments

Inquiry Question: Which group of national monuments are most important?

LESSON 1-14

Lesson Title: Our Holidays: Independence Day, Labor Day, Patriots' Day, and Juneteenth

Inquiry Question: What national holiday should we create?



LESSON 1-15

Lesson Title: The Pledge of Allegiance

Inquiry Question: Should everyone say the Pledge of Allegiance?

LESSON 1-16

Lesson Title: Our Customs and Traditions

Inquiry Question: What customs or traditions are most important to you?

LESSON 1-17

Lesson Title: Our World

Inquiry Question: If you could move anywhere in the world, where would it be?

LESSON 1-18

Lesson Title: Important Global Citizens: Mahatma Gandhi, Desmond Tutu, Malala Yousafzai, Mary Robinson

Inquiry Question: Which leader made the most important change to the world?

LESSON 1-19

Lesson Title: Making Our World Better (Part 1)

Inquiry Question: What are the most important current global problems?

LESSON 1-20

Lesson Title: Making Our World Better (Part 2)

Inquiry Question: Taking a global issue that you think is very important, what should we do to make it better?



GRADE 1 PRE-TEST: ANSWERS

At the beginning of the Open Social Studies Grade 1 Curriculum, it is recommended that teachers administer the Grade 1 Pre-Test, which is located after the Grade 1 Roadmap in the Student Workbook. The Grade 1 Pre-Test is a 10-question assessment of the main concepts that should have been learned in previous years (questions 1-6) and new concepts that are included in this curriculum (questions 7-10). This assessment will give an indication of the students' prior social studies knowledge, but also of supporting lessons that could be added before or during use of this curriculum.

Depending on reading and writing level, Grade 1 students may have difficulty completing this pre-test on their own. If students need support, this pre-test can be administered orally.

Below are the answers to the pre-test. NOTE: Teachers should save a copy of the students' pre-tests, so their answers can be compared to the post-test administered at the end of the year.

After each answer, there are recommendations for additional lessons that might be included before or during use of this curriculum to help support students. There are additional resources listed (with web links) at the end of this instructor manual that include lessons on the recommended topics that are not included in this curriculum.

Question 1. List the days of the week.

Answer 1. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday (correct order or spelling is not necessary)

Recommendation: This is a Pre-Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson on days of the week.

Question 2. List the months of the year.

Answer 2. January, February, March, April, May, June, July, August, September, October, November, December (correct order or spelling is not necessary)

Recommendation: This is a Pre-Kindergarten standard. If less than 50% of students answered this question correctly (at least 9 months listed), consider adding a lesson on months of the year.



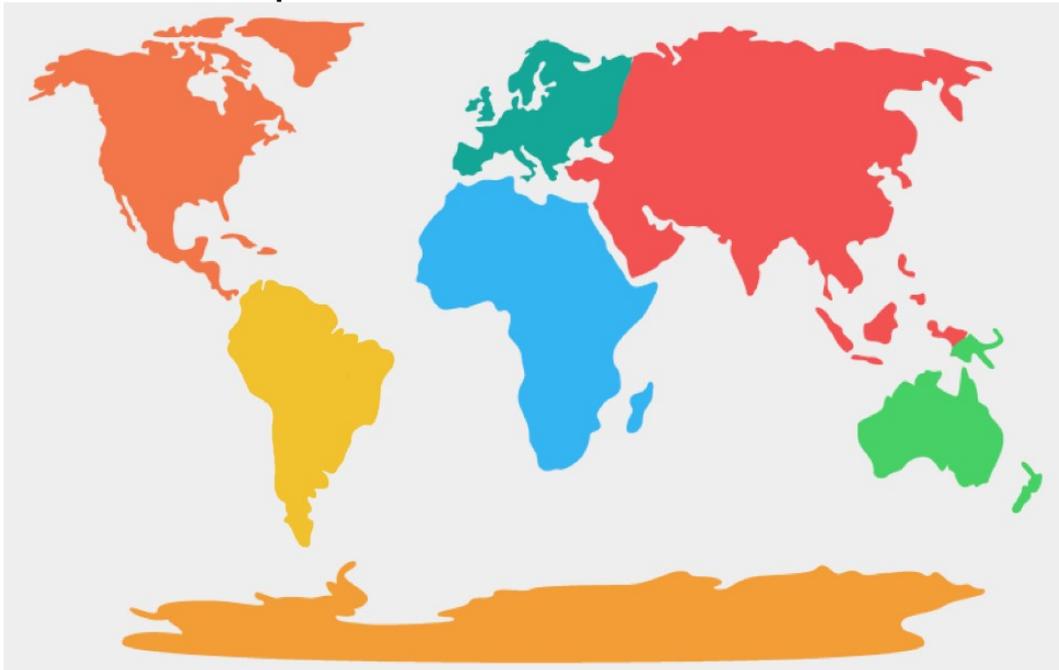
Question 3. What is the picture below?

JANUARY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Answer 3. A calendar, the calendar for January, or a description of this as the way we tell what day or month it is.

Recommendation: This is a Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson on the typical calendar used in the United States (Gregorian calendar).

Question 4. What is the picture below?

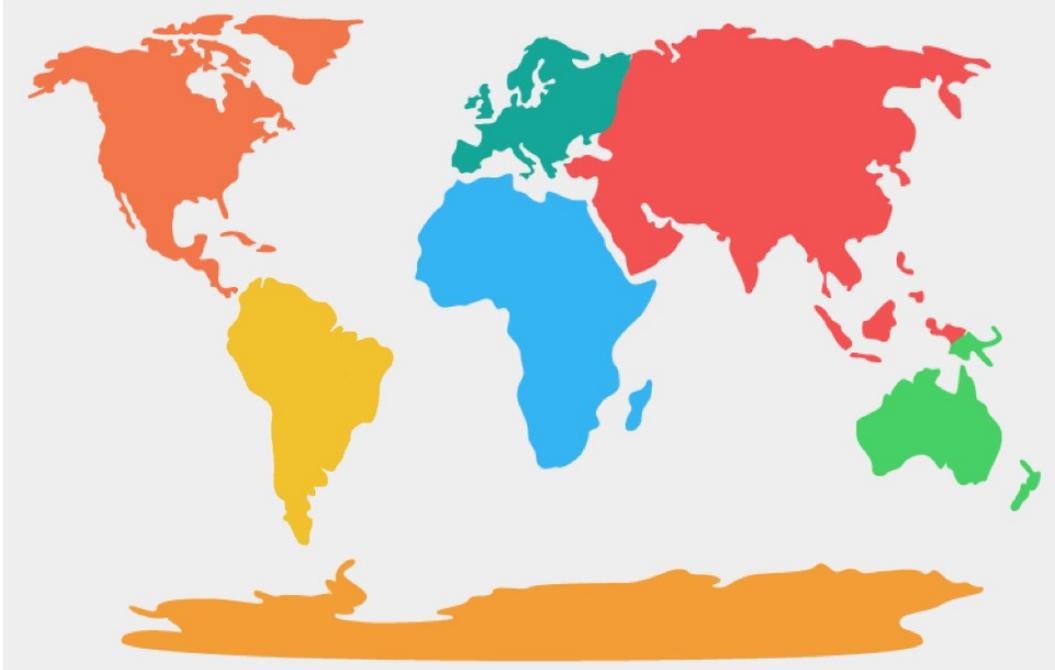


Answer 4. A map or it shows the different continents or shows the land/water on Earth.

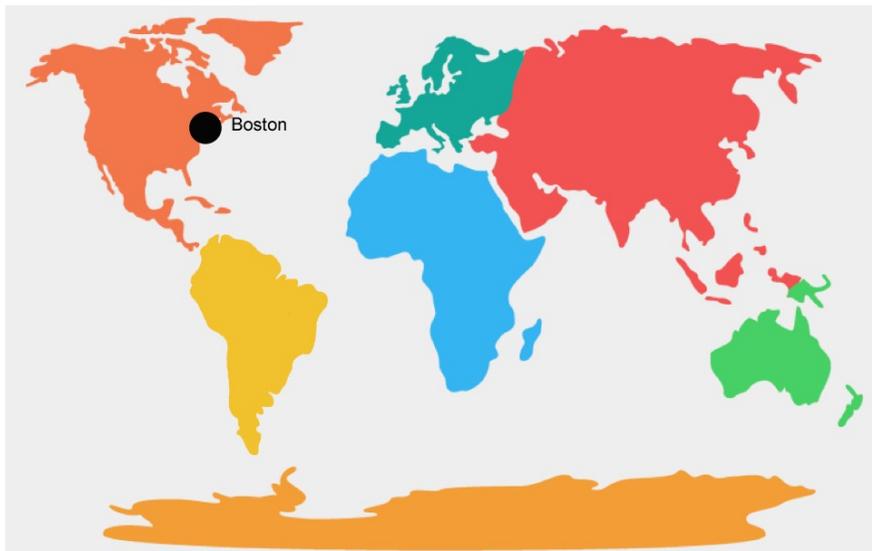
Recommendation: This is a Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson introducing maps.



Question 5. Draw a circle in the place where you live (Boston) on the picture below.



Answer 5.



Recommendation: This is a Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson on where Boston is located on a world map and identifying it in relation to the continents.

Question 6. What is the name of the country where you currently live?



Answer 6. United States, United States of America, USA, or America

Recommendation: This is a Kindergarten standard. If less than 50% of students answered this question correctly, consider adding a lesson on town/city, state, and national levels of government.

Question 7. What is the difference between a city and a town?

Answer 7. A city (usually) has more people than a town; a city has a mayor.

Recommendation: This is a new concept in the Grade 1 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on town/city government to challenge students.

Question 8. What is a state?

Answer 8. It is made up of many cities/towns or it has a governor.

Recommendation: This is a new concept in the Grade 1 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on state government to challenge students.

Question 9. What is a country?

Answer 9. It is made up of many states (or cities/towns) or it has a president.

Recommendation: This is a new concept in the Grade 1 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on state government to challenge students.

Question 10. Name or draw a symbol of the United States.

Answer 10. American flag, stars and stripes, the eagle, Liberty Bell, White House, Capital Building, Washington Monument, etc.

Recommendation: This is a new concept in the Grade 1 standards. If more than 50% of students answered this question correctly, consider adding additional lessons on national symbols to challenge students.



LESSON PLAN 1-1: Time and Calendars

MATERIALS

“Ox Cart Man” by Donald Hall (not supplied)
Source 1: Gregorian Calendar (SOURCEBOOK 1-1.A)
Source 2: Mayan Calendar (SOURCEBOOK 1-1.B)
Source 3: Saka (Indian) Calendar (SOURCEBOOK 1-1.C)
Source 4: Chinese Calendar (SOURCEBOOK 1-1.D)
Calendars: Exit Ticket (ASSESSMENT 1-1.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T2.2: Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

MA-HSS.1.T3.3: Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).

MA-HSS.1.P4: Analyze the purpose and point of view of each source; distinguish opinion from fact.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Which calendar is most useful for its people?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider



spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

Science and Mathematics Connection

Before this lesson, students should have learned about seasonal weather changes in science (MA-SCI-PreK-ESS2-5) and how to tell time in mathematics (MA-MATH-1MD.3). This lesson builds on the ability to tell hours and minutes, as well as seasonal differences.

Two-Day Lesson Option

While this lesson plan is written for one day, more time may be needed. If doing this lesson in two days, it would be best to end day 1 after reading “Ox Cart Man” and then provide an opener on day 2 that reviews what happened in the book as a lead into calendars.

A. OPENER (8 minutes)

1. Read Ox Cart Man

Start the lesson by reading the picture book “Ox Cart Man” by Donald Hall to the students. This story explains the seasons to students through the work of a farmer in 19th century New Hampshire. As you read the text, ask probing questions, such as “In this story, the farmer packs up all of his things in a cart in October. What things do you or your families usually do in October?” Anticipated responses may include: apple picking, pumpkin picking, going to the park, going to school, going Trick or Treating). Do this for each of the months mentioned in the book.

2. Ask Questions About the Text

Ask probing questions about the text, such as, “How did the farmer know what exact day was the right day to take his things to market?” Anticipated responses may include: the weather or falling leaves, when family members tell him, he uses a calendar. If the students do not mention “use a calendar,” you should ask questions like, “Have you ever heard of a calendar? What is it? Do you know people who use one?” Then tell students: “Today, we will be learning about calendars.”

B. DEVELOPMENT (16 minutes)

3. Introduce the Gregorian Calendar

Give students a copy of the Gregorian Calendar (SOURCEBOOK 1-1.A). Ask students: “This is a calendar that may be familiar to some of you. What do you know about this?” Anticipated responses may include: there are numbers for dates, the names of months are written, the small boxes are dates, the large boxes are months, it shows one year, they can find their birthday on it. Next, tell students that many of our families use this calendar, like the farmer in “Ox Cart Man,” to keep track of important events, such as birthdays, holidays, or what days we have to go to work and school.

4. Read About the Gregorian Calendar

Read to the students the back of the Gregorian Calendar (SOURCEBOOK 1-1.A), which tells the brief history of this calendar. For the students, model looking for facts and taking notes.



5. Examine Different World Calendars

Have students get into small groups and assign each group one of the three calendars. Tell the students that they will present information on their calendar to the class. Tell the students to look at the calendar and then read the information on the back. The students should underline or highlight important information as they read. Circulate the room, highlighting important information on each worksheet.

6. Compare World Calendars

Have the students share about their calendar to the class. As the students present their calendars, write their main points on the board or chart paper (this will be important for the closing activity).

C. CLOSING (6 minutes)

7. Discuss the Usefulness of Each Calendar

Have students discuss which calendar they think would be best for keeping track of time. Ask probing questions, such as “What calendar does the most for the people who use it?” “What calendar is easiest to use?” “What calendar can be used by the most people?” “What calendar keeps track of the most important things?”

Tell students that one thing that is the same with all of these calendars is that a year is about 365 days. This is based on the amount of time it takes the Earth to go around the sun. If available, use a globe to demonstrate the Earth going around the sun, but having the globe go around the students in the classroom. Tell students that next time we will discuss our own families’ histories. We use years to keep track of how long ago something happened in our families.

8. Complete the Evaluation Task

For the evaluation task, have students complete the exit ticket (ASSESSMENT 1-1.E), where they write their own personal response to the lesson’s Inquiry Question: “Which calendar is most useful for its people?” Ask students to include at least one piece of evidence from the provided documents to support their answer.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-1.E. Calendars: Exit Ticket

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

If student argues it was the Gregorian Calendar, possible answers may include (and cites Source 1):

- It keeps track of important holidays that they celebrate (i.e. Christmas, New Year's).
- It is the calendar that they have used at home or school.

If student argues it was the Mayan Calendar, possible answers may include (and cites Source 2):

- It uses pictures, so you do not need to know how to read to use it.
- It keeps track of thousands of years on one page.
- It is very old and has been used for a long time.

If student argues it was the Saka (Indian) Calendar, possible answers may include (and cites Source 3):

- It keeps track of the seasons, so you know what weather to expect.
- It keeps track of important holidays that they celebrate (i.e. Navratri, Diwali).
- It is the calendar that they have used at home.

If student argues it was the Chinese Calendar, possible answers may include (and cites Source 4):

- It uses a story involving animals, making it easy to remember years without looking at it.
- It keeps track of important holidays that they celebrate (i.e. Chinese New Year's or Vietnamese Tết, Mid-Autumn or Moon Festival).
- It is the calendar that they have used at home.



LESSON PLAN 1-2: My Family and Our History (Family Chronology)

MATERIALS

Pre-Lesson Activity: Learning About My Family (WORKSHEET 1-2.A)
Timeline Sheet (WORKSHEET 1-2.B) (will need 2 copies for each student)
My Family and Our History: Outline Sheet (WORKSHEET 1-2.B)
My Family and Our History: Exit Ticket (ASSESSMENT 1-2.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T3.3: Put events from their personal lives, observations of the natural world, and from stories and informational texts read or read aloud in temporal order, using words and phrases relating to chronology and time, including:

MA-HSS.1.T3.3: Recognize and document sequential patterns in seasonal events or personal experiences, using a calendar and words and phrases relating to chronology and time, (e.g., in the past or future; present, past, and future tenses of verbs).

MA-HSS.1.P2: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What is my family's story?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

Two-Day Lesson Option

While this lesson plan is written for one day, more time may be needed. If doing this lesson in two days, it would be best to end day 1 after putting local history events on the



timeline and then provide an opener on day 2 that reviews what a timeline is using the timeline from the previous class.

PREPARATION

1. Complete Worksheet with Family Members

Before this class, students should work with their parents or guardians to complete the Pre-Lesson Activity: Learning About My Family (WORKSHEET 1-2.A) in preparation for the activities in Lesson 1-2 and 1-3. While many students may know the names of their ancestors going back generations, be mindful that some students may know very little about their parents or ancestors due to family circumstances. It will be all right if students can only fill out a little or none of the worksheet in advance.

A Note on the Topic and Language:

This curriculum uses the term Indigenous people to describe the first people of the Americas or uses the specific name of a tribe or nation, which is preferred (i.e. Wampanoag, Mohawk, Pomo). This term is the most accurate, as it reflects that the native people were the original people to inhabit the area. However, it should be noted that Native, Indian, or American Indian are all appropriate and acceptable terms. While the term Native American is generally used by the United States government, First Nations/People and Aboriginal are generally used by the Canadian government, and Indian or American Indian is the most commonly used term among Indigenous people. Here is a good article on usage: www.learnnc.org/lp/editions/nc-american-indians/5526

A. OPENER (8 minutes)

2. Engage in a Brainstorm on Local History

Ask students if they know any events that happened in their neighborhood and city/town a very long time ago. Record answers on the board or white board. Anticipated responses (for Dorchester, Boston) may include: it is where the American Revolution happened, it is where many immigrants came, it is where many sports teams started or won championships, the American Indians/Native people were here first, it is near where the Pilgrims landed. If able, put exact year-dates on each of these events.

3. Order the Dates on the Timeline

Tell the students that they will be studying the histories of their families today. We will be making a timeline of our families. Before we do that, we will need to learn what a timeline is. We will use some events from our neighborhood community as an example of how to make a timeline.

Have all students look at Timeline Sheet (WORKSHEET 1-2.B), part 1 (can be hard copy or projected). Explain that this is a timeline, it helps us understand what came first, second, third, and last in history. Say that there are four events to put on this line. We have to start with the oldest, or most long ago, event and then add the newest, or most recent, event. These are the dates of our events. Can you help me sort these numbers in order from smallest to largest? 1630, 1765, 1869, 1930 [NOTE: these numbers are for the community of Dorchester, if this is being taught in a different community, find the four events and dated about equally spaced in time for your community and write up a similar dialogue].



4. Add the Events to the Timeline

As the students help sort the numbers, they should write the numbers above the bubbles on Our Community's Timeline Sheet (WORKSHEET 1-2.B). Next, reveal what happened on each date and have the students note the event in each bubble.

1630: In 1630, the Massachusetts Indians lived in this place. They called this area Naponsett or where you can cross the river. Their leader was Chickataubut (There is a street next to the Kenny School named after him). In May, a group of people from England landed in this area and named it Dorchester. Write in that first bubble "Indians and English meet for first time." Write "About 400 years ago."

1765: In 1765, an Irish baker named John Hannon and an English businessman named James Baker introduced chocolate to the American colonies by making the first chocolate factory here in Dorchester. You can still buy their chocolate today and the factory buildings on Adams Street in Lower Mills are still there (but no longer a chocolate factory, sadly). People say it use to smell like chocolate when you drove by the factory. Write in that second bubble "Chocolate first made in Dorchester." Write "About 250 years ago."

1869: In 1869, Dorchester, which was its own town, decided to join the city of Boston. Write in that third bubble "Dorchester becomes part of Boston." Write "About 150 years ago."

1930: In 1930, there were many children in this neighborhood and they needed another school, so the city of Boston built the Thomas J. Kenny Elementary School. Write in that fourth bubble "The Kenny opens." Write "About 100 years ago."

Ask students, "Of these events, which do you think is most important for our neighborhood community (Dorchester)?" Anticipated responses may include: making chocolate for the first time, the opening of their school, etc.

B. DEVELOPMENT (18 minutes)

5. Place Family Members on a Timeline

Tell the students that we are going to have you take some of the information that you found out from your family and put that on the Timeline Sheet (WORKSHEET 1-2.B). Tell students "You are going to choose four birthdate years of important family members and take a new timeline paper and put them in order. One of the family members should be you and at least one of your family members should be someone from a long time ago. Put the birth year above the bubble and then the person's name in the bubble."

6. Complete Outline Sheet

After students have successfully completed their timeline, the students will take the My Family and Our History: Outline Sheet (WORKSHEET 1-2.C) and use the outlines to fill out information about their chosen family members. Circulate the room helping students fill out the outline.

7. Write A Family History

After students have successfully completed their outline, have the students take the exit ticket (ASSESSMENT 1-2.D) and write their family's story. Tell students to discuss the oldest to youngest family member in order. Circulate the room helping students write their answers.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (4 minutes)

8. Share Family Stories

Have students share their family stories with the class. Draw comparisons between the different students' family stories and list them on the board or chart paper.

EVALUATION

ASSESSMENT 1-2.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The student should mention all four members of their family from the timeline (unless they are unable to list four due to family circumstance). They should include birthdates, places where they lived, and important events and jobs in their lives.



LESSON PLAN 1-3: Mapping Our Ancestors

MATERIALS

Pre-Lesson Activity: Learning About My Family (WORKSHEET 1-2.A) (from the prior lesson, Lesson Plan 1-2)
Classroom world map (can be projected on a board or wall map) (not supplied)
Push pins or stickers (not supplied)
String (not supplied)
Flight Distance Calculator Website (<http://emptypipes.org/2015/07/13/flight-times-map>)
World globe (not supplied)
Family Members' Places (WORKSHEET 1-3.A)
World Map (WORKSHEET 1-3.B)
Mapping Our Ancestors: Exit Ticket (ASSESSMENT 1-3.C)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T2.1: Explain that a map represents spaces and helps one identify locations and features.

MA-HSS.1.T2.2: Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities.

MA-HSS.1.P3: Organize information and data from multiple primary and secondary sources.

Common Core: Literacy

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *How were our ancestors (or our own) journeys to (or within) the U.S. similar and different?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in



answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

Science and Mathematics Connection

Before this lesson, students should have learned about length in mathematics (MA-MATH-PKMD.1 and MA-MATH-PKMD.2). This lesson builds on the ability to compare lengths on a world globe and using string as a measurement device.

A Note on this Topic:

This lesson intentionally allows students to choose ancestors from inside or outside the United States. Be careful to avoid using phrases like, “We are all immigrants” or “We are a nation of immigrants,” as your students may be Indigenous people or their ancestors may have been forced to come to the U.S. as a result of enslavement or other conditions (and they may not know where their families originated). Due to family circumstances, some students may not know where their ancestors came from, which is why students are welcome to choose their current city, if it fits their family’s history or situation.

PRE-LESSON ACTIVITY

Students should have completed Pre-Lesson Activity: Learning About My Family (WORKSHEET 1-2.A) for today. To help students understand that families come from many different places, as a class, they will be mapping out where the class’s families come from.

A. OPENER (8 minutes)

1. Mapping Where We Live

Ask students to look at the worksheets (WORKSHEET 1-2.A) that they previously filled out with their families. Put a pin or sticker on the hometown of the students (Boston). Explain to the students that this is where we live and that many of our classmates were also born here. Next, ask if any students were born or have lived in a different place other than here. Put a pin or marker in those places.

2. Compare Where We Are From

Ask, “Looking at where we are from, are there any places that are more common than others?” Anticipated responses may include: their hometown or other major cities nearby. Ask, “Which of our classmates come from the farthest away places?” Lead a discussion around all of the different places students were born or lived. If most students are from the same place, ask the students why they think this may be so?

B. DEVELOPMENT (16 minutes)

3. List Where All of Our Relatives Come From

Have the students make a list of all the different places they or their family members have lived on Family Members’ Places (WORKSHEET 1-3.A). Be prepared to have some students who only have one city for all of their family members (perhaps their hometown); you may want to group those students with students who have family members from other places for this activity.



4. Locating Our Relatives' Countries on a Map

Using the World Map (WORKSHEET 1-3.B), have students highlight the countries (or other parts of the U.S.) where their family members have lived or were born. Help students locate these countries (or other parts of the U.S.) on the map. Some students may have difficulties finding countries, because they only have cities or towns listed. Help these students find the appropriate countries for those places.

5. Compare Where Our Relatives Are From

Ask the students to list family members (i.e. great grandfather, mother, foster mother) and where they are from. Using a large projected map or classroom wall map, put a pin or sticker on the various places that the students list.

6. Measure the Distance Relative to Each Relative's Location

Taking string and the world globe, measure the distance on the globe from the students' current location to the various countries (or parts of the U.S.) they listed. Cut each string at the appropriate length. Do this for several locations, helping the students see the varying distances in length. Ask students to identify which family members lived closest and furthest away from their current location. Ask the students to guess how long it would take to fly a plane there (Halfway around the earth would be about 14 hours. A quarter across the earth would be about 7. Or, you can use this website to get an exact calculation: <http://emptypipes.org/2015/07/13/flight-times-map/>)

C. CLOSING (6 minutes)

7. Compare Families' Experiences

Using the board or chart paper, make two columns labeled: Same and Different. Ask students to consider similarities (same) and differences (different) between where our families came from? Anticipated responses may include: SAME: many of our families come from this city/town, many of our families from a certain country (i.e. Vietnam, Ireland, Haiti) or states (i.e. California, New York), DIFFERENT: Our families come from different countries, our families come from different parts of the world (introduce the concept of continents or large world land masses), some of our families could take a train, drive, or even walk here, where others had to fly or take a ship.

8. Write Up Comparison of Families' Experiences

Students should complete the exit ticket (ASSESSMENT 1-3.C). Circulate the room and help the students answer the question based on what was discussed in class or their own ideas.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-3.C

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The student should make direct connections to their classmates' family members, including both similarities and differences. They should cite evidence from the lesson plan activities, including specific places mentioned.

Some similarities that students may include:

- Many of our families come from this city/town.
- Many of our families from a certain country (i.e. Vietnam, Ireland, Haiti).

Some differences that students may include:

- Our families come from different countries.
- Our families come from different parts of the world or continents.
- Some of our families could walk or drive here, where others had to fly or take a ship.



LESSON PLAN 1-4: An Introduction to Our Communities (Local, State, National, Global)

MATERIALS

Chart Paper Headers (MATERIALS 1-4.A)
Chart paper (or easel pad paper) (not supplied)
Markers (not supplied)
Cosmic Zoom Video (Lesson1-4Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Most Important Community: Exit Ticket (ASSESSMENT 1-4.B)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T2.3: Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).

MA-HSS.1.T1.2: Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

MA-HSS.1.P1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Which level of community is most important in your life?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider



spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

1. Set Up Carousel Activity

Around the room, post five large piece of paper with each of the following words at the top of one sheet: Earth, United States, Massachusetts, Boston, Dorchester.

[NOTE: These resources are for the community of Dorchester (a neighborhood in Boston), if this is being taught in a different community, post the five levels related to your community]

Post the definitions of community on the board or chart paper hidden from view.
Community: a group of people in the same place or with same ideas.

A. OPENER (10 minutes)

2. Engage in a Brainstorm on Community

Tell the students that they will be learning about community today and will write “community” on the board or a piece of chart paper. Tell students that they are part of many different communities. Ask students if they have heard of the word community before, and if so, what does that word mean to them? Anticipated responses may include: “it is a group of people who are the same,” it is like our school,” “it includes people who work together.”

Give the students one definition of community: “a group of people in the same place or with same ideas.” For instance, at our school we have similar ideas about what it means to be a student here and we say our school pledge every morning. Ask students if, using this definition of “a group of people in the same place or with same ideas,” they can think of any other communities that they are part of. Anticipated responses may include: their school community (i.e. The Kenny), their neighborhood (i.e. Dorchester), their city (i.e. Boston), a sports fan group (i.e. Red Sox Nation), Cub Scout/Brownies groups, athletic teams, etc.

3. Introduce Levels of Community

Tell students that today we will be looking at five specific communities that you are a part of: The Earth, the United States, Massachusetts, Boston, and Dorchester. Write these names on the board or a piece of chart paper. Which of these communities is the largest? Which of these communities is the smallest? Anticipated responses may include: The Earth is the largest. Dorchester is the smallest. Tell the students that the Dorchester is your neighborhood (sometimes people in Boston call it a “town”) and it is the smallest. Dorchester is part of Boston, which is larger, and it is your city. Dorchester and Boston are part of Massachusetts and it is your state. Massachusetts is part of the United States and it is your country. The United States is a country on the Earth, which is your planet.

4. Watch Cosmic Zoom Video in Relation to the Levels of Community

To help students understand, show them a clip from the National Film Board of Canada’s Cosmic Zoom (1968) (Lesson1-4Video1). Start at the boy and dog in the rowboat (0:00). Pause the video at approximately each of these levels: neighborhood (where you see just beyond the pond, or 0:21), city (where you can see bridges to other



cities, or 0:28), the state (0:34), the country (0:50), and the Earth (0:55). At each level, tell the students what level of community they are looking at. Help the students to visual how large each of these communities is in relation to the other communities.

B. DEVELOPMENT (14 minutes)

5. Engage in a Carousel Activity on Community Connections

Give each student a marker and ask them to go to each of the five stations. At each station, the students will see names of these five communities. Ask the students to write a connection that they have to that community (some students may need someone to help scribe for them). For instance, students may play soccer for Dorchester Youth Soccer. They would list for Dorchester: “I play soccer there.” Or, for the United States, they may say that they once went on vacation to Washington, D.C. and that is the United States capital and where the president lives. Each sheet should be filled with different ways the students feel connected to these communities. There are no wrong answers here; the goal is to solicit from the students the ways that they connect to these places. After students write all of the different ways they are connected to the different communities, ask the students to go back and make a “check mark” next to any things on the charts that you share. For instance, if someone wrote, “I went to Washington D.C. where the U.S. president lives” and you did that too, put a check mark next to it.

C. CLOSING (6 minutes)

6. Write Up Argument on Most Important Community

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-4.B), where they write their own personal response to the lesson’s Inquiry Question: “Which community is most important in your life?” Tell students to cite at least two pieces of evidence from the students’ sheets on the walls. Tell students that the evidence they use can be something that they wrote on the sheets. Encourage students to get up and look at the sheets on the wall, when they need evidence to write on their sheet.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-4.B

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”



What to look for?

The student should make direct connections to the items that they and their classmates' put on the large sheets. All answers should show that the students know what that level of community is (for instance, the student can identify that their neighborhood (i.e. Dorchester) relates to local issues (i.e. baseball league, Brownies), while the Earth relates to global issues (i.e. learning about world cultures and languages).



LESSON PLAN 1-5: Our Neighborhood: Dorchester

MATERIALS

Dorchester Day Parade Video (Lesson1-5Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Dorchester's Parks (SOURCEBOOK 1-5.A)

Source 2: Dorchester's Businesses (SOURCEBOOK 1-5.B)

Source 3: Dorchester's Music and Art (SOURCEBOOK 1-5.C)

Source 4: Dorchester's Schools, Libraries, and Hospitals (SOURCEBOOK 1-5.D)

Our Neighborhood: Exit Ticket (ASSESSMENT 1-5.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T2.3: Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).

MA-HSS.1.T1.2: Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

MA-HSS.1.P1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What makes our neighborhood a great place to live?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider



spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

1. Post Definition of Asset

Post the definitions of asset on the board or chart paper hidden from view. Asset: a useful or valuable thing

[NOTE: These resources are for students in Dorchester (a neighborhood in Boston), if this is being taught in a different community, edit the documents based on similar events and places in your community. Using Google or another search engine may be helpful for finding descriptions and images.]

A. OPENER (8 minutes)

2. Review of Different Communities

Remind students that we have been learning about the different communities that we are a part of. Ask students to tell you the different communities that we are a part of. Ask students to help you put them in order on the board or chart paper from the smallest community-least people (bottom) to the largest community-most people (top). Tell the students that today we will be discuss our neighborhood community, which is smaller than our city (or town), state, country, or world communities.

3. Dorchester Day Parade

Ask students to name events that occur in our neighborhood each year. Anticipated responses may include: Holiday Tree Lightings, Mid-Autumn Moon Festival in Fields Corner, Movie Nights at Pope John Paul II Park, Kite Festival at Pope John Paul II Park, Dorchester Day, Farmer’s Market, Ashmont Hill Yard Sale, Cedar Grove and Savin Hill Baseball Leagues, Dorchester Youth Hockey, Dorchester Youth Soccer, National Night Out Block Parties.

Ask students to raise their hand if they have walked in or watched the Dorchester Day Parade. Next, show them this short clip where Dorchester residents explain why they like being a part of the Dorchester Day Parade (Lesson1-5Video1).

Ask students why to give reasons why many people think that the Dorchester Day Parade is important for our neighborhood. Anticipated responses may include: It is a chance to see your neighbors, everyone can march in it, it is a chance to seeing dancing and bands (like the Kenny Marching Band), it shows the neighborhood’s diversity (there are many different people who march in it).

B. DEVELOPMENT (16 minutes)

4. Read About the Neighborhood Assets

Ask students to define what the word “asset” means. If students struggle, use the word asset in a sentence, such as “Our school has many assets. One asset is caring teachers.” Reveal the dictionary definition of asset, as “a useful or valuable thing.”

Tell the students we will next look at four worksheets about our neighborhood: Dorchester Parks (SOURCEBOOK 1-5.A), Dorchester Businesses (SOURCEBOOK 1-



5.B), Dorchester Art and Music (SOURCEBOOK 1-5.C), Dorchester’s Schools, Libraries, and Hospitals (SOURCEBOOK 1-5.D). Have students take turns reading aloud (using choral, partner, or independent reading) all four documents to the class.

5. Examine the Assets of Our Neighborhood

Put students into small groups. Have students examine each source. Ask students to use the sources to answer the following inquiry question: “What makes our neighborhood a great place to live?” In answering this question, students should choose the one asset that they think is the most important in making their neighborhood a great place to live. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (6 minutes)

6. Write Up Argument on Best Asset

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-5.E), where they write their own personal response to the lesson’s Inquiry Question: “What makes our neighborhood a great place to live?” Tell the students, “While all of these assets are important, for this, you must decide which is the most important asset and choose only one.” Tell students to cite at least two pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-5.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should choose one asset of their neighborhood and make direct connections to at least 2 pieces of information in the sources. All answers should show that the students know why that asset is important to their neighborhood and makes their neighborhood a good place to live.



LESSON PLAN 1-6: Our Boston

MATERIALS

Aerial View of Boston Video (Lesson1-6Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Article: Boston is a World Class City by Kristin Toussaint (SOURCEBOOK 1-6.A)
Source 1: Boston's Places (SOURCEBOOK 1-6.B)
Source 2: Boston's People (SOURCEBOOK 1-6.C)
Source 3: Boston's Inventions (SOURCEBOOK 1-6.D)
Our City: Exit Ticket (ASSESSMENT 1-6.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T2.3: Identify the elements of a physical address, including the street name and number, the city or town, the state (Massachusetts) and the country (United States).

MA-HSS.1.T1.2: Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

MA-HSS.1.P1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Should Boston be considered a world-class city? Why or why not?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents



need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

1. Post Definition of World Class

Post the definitions of world class on the board or chart paper hidden from view. World class: a person, thing, or activity that is among the best in the world.

[NOTE: These resources are for students in Boston, if this is being taught in a different community, edit the documents based on similar events and places in your community. Using Google or another search engine may be helpful for finding descriptions and images.]

A. OPENER (8 minutes)

2. Review of Different Communities

Remind students that we have been learning about the different communities that we are a part of. Ask students to tell you the different communities that we are a part of. Ask students to help you put them in order on the board or chart paper from the smallest community-least people (bottom) to the largest community-most people (top). Tell the students that today we will be discuss our city (or town) community, which is larger than our neighborhood, but smaller than our state, country, or world communities.

3. Watch Aerial Video of Boston

To help students understand the size and composition of Boston, show the students a video of an aerial film of Boston. Before viewing the film, tell students that “we are going to watch a film showing Boston from the sky.” Tell the students that as they watch the film, they should be thinking about this question: “What do you see in Boston?”

Show the students this brief aerial film of Boston (Lesson1-6Video1). Stop the film to highlight landmarks that the students may know. When pausing, ask, “Does anybody know what this landmark is?”

After the film, ask the students to describe what they remembered seeing. Write their answers on the board or chart paper. Anticipated responses may include: Fenway Park (where the Red Sox play), Boston University, MIT, tall buildings (such as the John Hancock Building or the Prudential Building), Boston Common, bridges (such as the Zakim Bridge and Tobin Bridge), Logan Airport, the ocean, boats, cars on highways, the T, etc.

4. Defining World Class

Write the words “world class” on the board. Ask the students if they can describe what world-class means. Anticipated responses may include: best in the world, number one, the best, etc. Reveal the definition of World class: a person, thing, or activity that is among the best in the world.” Tell the students that many people call Boston a “world class city” and “today we are going to be looking at possible reasons why Boston may be among the best cities in the world.”

B. DEVELOPMENT (16 minutes)



5. Read One Person’s Argument that Boston Is a World Class City

Using the Article: Boston is a World Class City by Kristin Toussaint (SOURCEBOOK 1-6.A), have students read (using choral, partner, or independent reading) the article on Boston being a world class city. Ask students if they think Boston is a world class city and say why or why not.

Tell the students that they will be getting into groups and learn one part of why some people call Boston a world class city. Tell the students that we will then have them teach the other students about their worksheet.

6. Compare Boston’s World Class Features

Put students into small groups. Assign each group one of three worksheets about our city, Boston: Boston’s Places (SOURCEBOOK 1-6.B), Boston’s People (SOURCEBOOK 1-6.C), Boston’s Inventions (SOURCEBOOK 1-6.D). Have each group read its worksheet. They should underline or highlight important information. Tell the students that they should then discuss the document and write down a list of facts. Using the first worksheet, model looking for facts and taking notes for the students. Note: If your students have difficulty with jig saw activities, this lesson plan can be spread out over three days having all students focus on only one document per lesson. Assign different students to be a leader for one of the three documents, responsible for explaining that document to their peers on the final day of the lessons when they use the exit ticket.

7. Engage in a Jig Saw About Boston As a World Class City

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on 1-6.B, 1-6.C, and 1-6.D. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “Should Boston be considered a world-class city? Why or why not?” In answering this question, students should debate between the three different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (6 minutes)

8. Write Up Argument on Boston Being a World Class City

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-6.E), where they write their own personal response to the lesson’s Inquiry Question: “Should Boston be considered a world-class city? Why or why not?” Tell the students, “While all of these parts of Boston are important, for this, you must decide which is the most important in making Boston a world class city and choose only one.” Tell students to cite at least two pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 1-6.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should choose one part of Boston being a world class city and make direct connections to at least 2 pieces of information in the sources. All answers should show that the students know why Boston is a world class city.



LESSON PLAN 1-7: Our Nation

MATERIALS

Barack Obama Speech (Lesson1-7Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Marisela's Story (SOURCEBOOK 1-7.A)

Source 2: Amy's Story (SOURCEBOOK 1-7.B)

Source 3: Chris's Story (SOURCEBOOK 1-7.C)

Source 4: Christina's Story (SOURCEBOOK 1-7.D)

American Stories Thinking Questions (WORKSHEET 1-7.E)

Our Nation: Exit Ticket (ASSESSMENT 1-7.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.2: Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal.

MA-HSS.1.P1: Demonstrate civic knowledge, skills, and dispositions.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Why do you like living in the United States?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



A. OPENER (8 minutes)

1. Review of Different Communities

Remind students that we have been learning about the different communities that we are a part of. Ask students to tell you the different communities that we are a part of. Ask students to help you put them in order on the board or chart paper from the smallest community-least people (bottom) to the largest community-most people (top). Tell the students that today we will be discuss our nation community, which is larger than our neighborhood, city (or town), and state communities, but smaller than our world community. Our national community is made up of 50 states. Those 50 states have different governments and capitals, but they are all part of the United States of America. We will start this lesson with a speech given by a recent president of the United States, Barack Obama, talking about what he thinks this nation is great.

2. Watch Barack Obama Speech Clip

Have students view this clip from Barack Obama’s 2012 Re-election Speech, where he discusses why he chooses to live in the U.S. (Lesson1-7Video1).

After the film, ask the students if they agree with President Obama-Can everyone make it in America if they are willing to try? Thumbs up if they agree, thumbs down if they do not agree. Ask students to describe why they or agree or not agree.

Tell the students that today we are going to read stories from four Americans who like living in the United States. After we read their stories, you will get a chance to write your own story about why you like living in the United States.

B. DEVELOPMENT (16 minutes)

3. Read American’s Stories

In small groups, have students take turns reading four different American’s stories about why they like living in the United States. Marisela’s Story (SOURCEBOOK 1-7.A) tells of her experience being a Mexican immigrant in the United States and emphasizes how welcoming Americans are to newcomers. Amy’s Story (SOURCEBOOK 1-7.B) tells of her experience being the daughter of Hmong immigrants from Laos and the fact that she can be both Hmong and American. Chris’s Story (SOURCEBOOK 1-7.C) tells of his experience having freedoms, such as voting and free speech, that people in some other countries do not have. Christina’s Story (SOURCEBOOK 1-7.D) tells of her experience living in a country that has laws that make discrimination illegal.

4. Discuss American’s Stories

After reading each of the stories, have students discuss the story in their groups. Have students complete American Stories Thinking Questions (WORKSHEET 1-7.E), which asks a question about each story. The students will use this to help write their own stories.

C. CLOSING (6 minutes)

5. Write Up Argument on Living in the U.S.

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-7.F), where they write their own personal response to the lesson’s Inquiry Question: “Why do you like living in the United States?” Tell students that their reasons may be



the same as the people in the stories that they read or Barack Obama’s speech. They may also have different reasons that were not listed in the stories.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-7.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should choose at least one reason why they like living in the United States. There are many reasons they may choose, including welcoming people, being able to have their culture and also be American, having freedoms, having laws that make us equal. They may choose reasons that are not related to the sources in this lesson. Also, students may choose to write about not living in the United States. Some children may be recent immigrants and miss their homes or may have had negative experiences in the U.S. and would prefer to live somewhere else.



LESSON PLAN 1-8: Important Americans (Part 1: Workers for Justice): Harriet Tubman, Alice Paul, Fred Korematsu, César Chávez

MATERIALS

Martin Luther King Video (Lesson1-8Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]
Source 1: Harriet Tubman (SOURCEBOOK 1-8.A)
Source 2: Alice Paul (SOURCEBOOK 1-8.B)
Source 3: Fred Korematsu (SOURCEBOOK 1-8.C)
Source 4: César Chávez (SOURCEBOOK 1-8.D)
Important Americans (Workers for Justice): Exit Ticket (ASSESSMENT 1-8.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.3: Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.

MA-HSS.1.T1.4: Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Which civil rights leader had the best way to make change?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider



spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

A. OPENER (8 minutes)

1. Watch Martin Luther King Video

Have students watch the following clip of Martin Luther King giving his speech at the March for Jobs and Freedom in Washington, D.C. (Lesson1-8Video1). Ask students, “Who is this person? What do you know about him?” Anticipated responses may include: Martin Luther King, he was against segregation, he wanted people to get along, he wanted Blacks to be equals to Whites, he ended slavery (which is a common misconception that should be corrected).

2. Engage in a Brainstorm on What Is a Civil Rights Leader

Tell the students that Martin Luther King was a “civil rights leader” and write that on the board or chart paper. Ask students if they know any other civil rights leaders. Anticipated responses may include: Malcolm X, César Chávez, Black Lives Matter. Ask the students, “What does it mean to be a civil rights leader.” Share the definition of civil rights leader as, “a person who leads other people to ensure all people are treated fairly and get justice.” Ask the students what justice means. If they do not give the correct definition, share with them that “justice is being treated fairly.” Ask the students if they know any examples of people being treated unfairly? After each example, ask students how the situation could be made fair. Tell the students that today you will be learning about a few civil rights leaders who wanted everyone to be treated fairly or with justice.

B. DEVELOPMENT (16 minutes)

3. Read About Civil Rights Leaders

Put students into small groups. Assign each group one of four worksheets about four civil rights leaders: Harriet Tubman (SOURCEBOOK 1-8.B), Alice Paul (SOURCEBOOK 1-8.C), Fred Korematsu (SOURCEBOOK 1-8.D), and César Chávez (SOURCEBOOK 1-8.E). Have each group read its worksheet. They should underline or highlight important information. Tell the students that they should then discuss the document and write down a list of facts. Using the first worksheet, model looking for facts and taking notes for students. Note: If your students have difficulty with jig saw activities, this lesson plan can be spread out over four days having all students focus on only one document per lesson. Assign different students to be a leader for one of the three documents, responsible for explaining that document to their peers on the final day of the lessons when they use the exit ticket.

4. Engage in a Jig Saw About Civil Rights Leaders

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of four students, one is an expert on 1-8.B, 1-8.C, 1-8.D, and 1-8.E. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: “Which civil rights leader had the best way to make change?” In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.



C. CLOSING (6 minutes)

5. Write Up Argument on Making Change

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-8.F), where they write their own personal response to the lesson's Inquiry Question: "Which civil rights leader had the best way to make change?" Tell students to cite at least two pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-8.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

If student argues it was Harriet Tubman, possible answers may include (and cites Source 1):

- Her protest involved breaking the law, because it was wrong.
- Slavery was wrong and she freed hundreds of slaves.
- After slavery ended, she helped the elderly.
- She was not afraid to stand up for something that was wrong.

If student argues it was Alice Paul, possible answers may include (and cites Source 2):

- Her protest involved standing out at the White House, going to jail, and refusing to eat.
- Women should have been allowed to vote and she helped make that happen.
- She was not afraid to stand up for something that was wrong.

If student argues it was Fred Korematsu, possible answers may include (and cites Source 3):

- His protest involved not following orders and going to court.
- It was wrong to put innocent Japanese people in prison camps and he refused to go.
- He was not afraid to stand up for something that was wrong.



If student argues it was César Chávez, possible answers may include (and cites Source 4):

- His protest involved strikes, protests, boycotts, and marches.
- It was wrong to treat workers so poorly; they were not paid well and the work was hot and dangerous.
- He was not afraid to stand up for something that was wrong.



LESSON PLAN 1-9: Important Americans (Part 2: Breaking Barriers): Amelia Earhart, Jackie Robinson, Lin-Manuel Miranda, Yo-Yo Ma

MATERIALS

Source 1: Amelia Earhart (SOURCEBOOK 1-9.A)
Source 2: Jackie Robinson (SOURCEBOOK 1-9.B)
Source 3: Lin-Manuel Miranda (SOURCEBOOK 1-9.C)
Source 4: Yo-Yo Ma (SOURCEBOOK 1-9.D)
Breaking Barriers Stories Notes (WORKSHEET 1-9.E)
Important Americans (Break Barriers): Exit Ticket (ASSESSMENT 1-9.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.3: Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.

MA-HSS.1.T1.4: Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What are the most important ways that these pioneers have broken barriers?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider



spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

1. Post Definition of Pioneer

Post the definitions of pioneer on the board or chart paper hidden from view. Pioneer: someone who is first to do or discover something.

A. OPENER (8 minutes)

2. Define Pioneers

Tell the students that today we are going to read stories about four Americans who were pioneers. Ask students if they know what the word pioneer means. Anticipated responses may include: the first person to do something, an explorer, someone who travels in a wagon. Reveal the definition of pioneer as “someone who is first to do or discover something.”

3. Watch Chuck Cooper Video

Have students watch the following clip about Boston Celtics player Charles “Chuck” Cooper, who was the first Black NBA player. (Lesson1-9Video1). Ask the students if they think it was important for Chuck Cooper to be the first Black player to play in all-White basketball league. Anticipated responses may include: everyone should be allowed to play professional sports, it gave hope to other Black people that they could play in the NBA, it showed White people that Black people are equals.

Tell students we will now look at four other Americans who were pioneers and “broke barriers.” Each student will be assigned to a barrier breaker and will have to tell the class all about their important American.

B. DEVELOPMENT (16 minutes)

4. Read Barrier Breakers’ Stories

Put students in small groups and assign them one of the sources: Amelia Earhart (SOURCEBOOK 1-9.A), Jackie Robinson (SOURCEBOOK 1-9.B), Lin-Manuel Miranda (SOURCEBOOK 1-9.C), Yo-Yo Ma (SOURCEBOOK 1-9.D). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information.

5. Discuss Barrier Breakers’ Stories

After reading each of the stories, have students discuss the story in their groups. Have students complete Breaking Barriers Stories Notes (WORKSHEET 1-9.E), which asks students to list details about their important American.

6. Present Barrier Breakers’ Stories

Have each group choose one person to present their facts to the class. They should read from the Breaking Barriers Stories Notes (WORKSHEET 1-9.E). After each group shares, ask the students “Do we see anything in common between their barrier breakers?” Anticipated responses may include: They were the first people of their group to do something, they were often told they cannot do something, they worked hard.



C. CLOSING (6 minutes)

7. Write Up Argument on Breaking Barriers

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-9.F), where they write their own personal response to the lesson's Inquiry Question: "What are the most important ways that these pioneers have broken barriers?" Tell students to cite at least two pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-9.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

If student argues it was Amelia Earhart, possible answers may include (and cites Source 1):

- She showed that women can do the same things as men.
- She wasn't afraid to fly by herself across the ocean.
- She became the first women to fly across the ocean.
- People told her she couldn't do it because she was a woman.

If student argues it was Jackie Robinson, possible answers may include (and cites Source 2):

- He showed that Black people could do the same things as White people.
- Many people were mean to him, but he didn't listen to them.
- He became the first black player in the major leagues.
- People told him he couldn't do it because he was Black.

If student argues it was Lin-Manuel Miranda, possible answers may include (and cites Source 3):

- He showed that Puerto Rican people could do the same things as White people.
- He had a passion for music and dance and worked hard to achieve his dreams.
- He became one of the first Puerto Rican people to write a hit musical.
- People told him he couldn't do it because he was Puerto Rican.



If student argues it was Yo-Yo Ma, possible answers may include (and cites Source 4):

- He showed that Asian people could do the same things as White people.
- He had a talent very young for music and worked hard to achieve his dreams.
- He became one of the first Asian people to become a famous classical musician.
- People told him he couldn't do it because he was Asian.



LESSON PLAN 1-10: Important Americans (Part 3: Inventors): The Wright Brothers, George Washington Carver, Rachel Carson, Eugene Trinh

MATERIALS

Drawing paper (not supplied)
Markers (not supplied)
Clip boards (not supplied)
Source 1: The Wright Brothers (SOURCEBOOK 1-10.A)
Source 2: George Washington Carver (SOURCEBOOK 1-10.B)
Source 3: Rachel Carson (SOURCEBOOK 1-10.C)
Source 4: Eugene Trinh (SOURCEBOOK 1-10.D)
Inventors Thinking Questions (WORKSHEET 1-10.E)
Important Americans (Inventors): Exit Ticket (ASSESSMENT 1-10.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.8: After reading or listening to stories about famous Americans of different ethnic groups, faiths, and historical periods and describe their qualities or distinctive traits. (H, C)

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Which inventor contributed the most to our nation?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



PREPARATION

1. Post Definition of Inventor and Sources for Carousel

Post the definitions of inventor on the board or chart paper hidden from view. Inventor: someone who creates a new thing or way of doing something.

In preparation for a carousel activity, post the sources around the room.

A. OPENER (8 minutes)

2. Define Inventors

Tell the students that today we are going to read stories about four Americans who were inventors. Ask students if they know what the word inventor means. Anticipated responses may include: the first person to make something, someone who makes a machine, Thomas Edison. Reveal the definition of pioneer as “someone who creates a new thing or way of doing something.”

3. Draw an Inventor

Give students a piece of white drawing paper and markers. Tell the students to draw a picture of an inventor. Students should be give several minutes to draw their inventors. After students are finished, have them share their drawings (if you have a document camera, consider projecting them for the entire class to see).

After looking at the drawings, ask students if they see anything in common. It is likely that many of the students drew a “mad scientist” type character that is very common in the media. It is possible many of the inventors drawn were men or White. If this is the case, tell the students, “Did many of us draw men or White people? Why do we think that is so?”

Tell the students that today, we will actually be looking at different inventors, and while two were White and men, we will see that inventors can be women, Asian, Black, Latino, and Indigenous. Inventors come from all races and genders.

B. DEVELOPMENT (16 minutes)

4. Engage in a Carousel Activity on Inventors

Give each student a pencil and clipboard with the Inventors Thinking Questions (WORKSHEET 1-10.E) on it. Ask students to go to each of the four stations (1-10.A, 1-10.B, 1-10.C, 1-10.D). At each station, the students should take notes on the person. For instance, students may write down that the Wright Brothers made the first flying airplane.

Once students have gone to each of the four stations, they should return to their seats.

5. Compare the Inventors’ Stories

Have students look at their Inventors Thinking Questions (WORKSHEET 1-10.E). Ask the students if the inventors had anything the same or in common about them. Anticipated responses may include: they all tried to make the world better, we still use their inventions today, they all loved science, they faced challenges. Ask the students if the inventors had anything different about them. Anticipated responses may include:



They were from different backgrounds, they were from different places, their inventions were in different times.

C. CLOSING (6 minutes)

6. Write Up Argument on American Inventors

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 10.F), where they write their own personal response to the lesson’s Inquiry Question: “Which inventor contributed the most to our nation?” Tell students to cite at least two pieces of evidence from the sources for this lesson.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-10.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

If student argues it was the Wright Brothers, possible answers may include (and cites Source 1):

- They made the first working plane.
- They worked together as partners.
- Their invention is still used today.
- They did something that many people thought was not possible.

If student argues it was George Washington Carver, possible answers may include (and cites Source 2):

- He figured out how to use peanuts, sweet potatoes, soybeans, and pecans in new ways.
- He helped poor farmers.
- His inventions are still used today.
- He is an important African American scientist.

If student argues it was Rachel Carson, possible answers may include (and cites Source 3):

- She helped us see how bad pesticides are.
- She wanted to save the ocean, plants, and animals.
- She is an important female scientist.



If student argues it was Eugene Trinh, possible answers may include (and cites Source 4):

- He made over 40 experiments on jet planes.
- His discoveries were very important.
- He was the first Vietnamese American astronaut.



LESSON PLAN 1-11: National Symbols: The Many Meanings of the American Flag

MATERIALS

World Flags (WORKSHEET 1-11.A)
U.S. Flag (WORKSHEET 1-11.B)
History of the U.S. Flag (SOURCEBOOK 1-11.C)
Source 1: The U.S. Flag: Holiday Celebrations (SOURCEBOOK 1-11.D)
Source 2: The U.S. Flag: Protests (SOURCEBOOK 1-11.E)
Source 3: The U.S. Flag: Sporting Events (SOURCEBOOK 1-11.F)
Source 4: The U.S. Flag: War (SOURCEBOOK 1-11.G)
The Many Meanings of the American Flag: Exit Ticket (ASSESSMENT 1-11.H)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T1.4: Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Is our flag a good symbol for our nation?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



Two-Day Lesson Option

While this lesson plan is written for one day, more time may be needed. If doing this lesson in two days, it would be best to end day 1 after the flag matching game and then provide an opener on day 2 that reviews what flags are as a lead into the U.S. flag.

PREPARATION

1. Post Definition of Symbol

Post the definitions of symbol on the board or chart paper hidden from view. Symbol: a picture that stands for something else.

A. OPENER (8 minutes)

2. Participate in a Flag Matching Game

Give students the World Flags (WORKSHEET 1-11.A) and ask them to see if they can use the word bank to identify what country each flag is from. After a few minutes, using the answer sheet, reveal the correct answers and have students check their work.

3. Discuss the Meaning of Symbol and Apply It to the Flags

Reveal the definition of symbol as “a picture that stands for something else.” Have students read the definition. Ask the students to identify what symbols they see on the flags. Anticipated responses may include: a bird, the Earth, stars, stripes, an eagle, a circle. After each guess, ask students if they know what that symbol might represent. For instance, a student may say, “Two of the flags have eagles: Zimbabwe and Poland.” Tell the students that each country chooses its flag colors, shapes, and pictures for specific reasons. If you are unsure of the meaning behind a flag, below are the Wikipedia entries for each one, which can be pulled up on a classroom computer with students (it would be helpful to review these before teaching the lesson, paying particular attention to the meaning assigned to each symbol).

Brazil: https://en.wikipedia.org/wiki/Flag_of_Brazil

Canada: https://en.wikipedia.org/wiki/Flag_of_Canada

China: https://en.wikipedia.org/wiki/Flag_of_China

Haiti: https://en.wikipedia.org/wiki/Flag_of_Haiti

Ireland: https://en.wikipedia.org/wiki/Flag_of_Ireland

Japan: https://en.wikipedia.org/wiki/Flag_of_Japan

Mexico: https://en.wikipedia.org/wiki/Flag_of_Mexico

Nigeria: https://en.wikipedia.org/wiki/Flag_of_Nigeria

Poland: https://en.wikipedia.org/wiki/Flag_of_Poland

United States: https://en.wikipedia.org/wiki/Flag_of_the_United_States

Vietnam (South): https://en.wikipedia.org/wiki/Flag_of_South_Vietnam

Zimbabwe: https://en.wikipedia.org/wiki/Flag_of_Zimbabwe

Tell students that today they will be looking specifically at the U.S. flag.

B. DEVELOPMENT (16 minutes)

4. Introduce the U.S. Flag

Project the U.S. Flag (SOURCEBOOK 1-11.B). Ask students what they think the colors and the stripes mean. Ask students if they know where this flag came from. There may be numerous different responses. Tell students that when the flag was first made, we



don't know the exact meaning of the stars, stripes, and colors. In fact, since the United States was once part of Britain, the colors probably came from that flag and show the comparison flag (SOURCEBOOK 1-11.B). Tell students that today the flag means many different things to many different people. Have students read aloud (using choral, partner, or independent reading) the History of the U.S. Flag (SOURCEBOOK 1-11.C) worksheet.

5. Read About the Different Meanings of the U.S. Flag

Put students in small groups and assign them one of the four sources: The U.S. Flag: Holiday Celebrations (SOURCEBOOK 1-11.D), The U.S. Flag: Protests (SOURCEBOOK 1-11.E), The U.S. Flag: Sporting Events (SOURCEBOOK 1-11.F), and The U.S. Flag: War (SOURCEBOOK 1-11.G). Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information. Note: If your students have difficulty with jig saw activities, this lesson plan can be spread out over four days having all students focus on only one document per lesson. Assign different students to be a leader for one of the three documents, responsible for explaining that document to their peers on the final day of the lessons when they use the exit ticket.

6. Engage in a Jig Saw About the Different Meanings of the U.S. Flag

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups of three students, one is an expert on 1-11.D, 1-11.E, 1-11.F, 1-11.G. Have each student describe their document to the other members of their group.

Ask students to use the sources to answer the following inquiry question: "Is our flag a good symbol for our nation?" In answering this question, students should debate between the four different worksheets. After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one asset.

C. CLOSING (6 minutes)

7. Write Up Argument on the U.S. Flag

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-11.H), where they write their own personal response to the lesson's Inquiry Question: "Is our flag a good symbol for our nation?" Tell students to cite at least two pieces of evidence from the sources for this lesson. Encourage students to draw their own flag on a separate piece of paper, if they do not think the current flag is a good symbol.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-11.H

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using



sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The student should take a stance on if the U.S. flag is a good national symbol or not and make direct connections to the sources.

Some reasons it is a good symbol may include:

- The stars and stripes are good symbols.
- Whenever you see the flag, you think of the U.S.
- Americans use it in national celebrations.
- Americans use it during sports victories.
- Americans use it with doing protests.
- Americans use it to respect soldiers.

Some reasons it is not a good symbol may include:

- The stars and stripes are not good symbols; we should have different symbols (for whatever reason).
- Our flag looks like many other flags, that have stars and stripes.
- When wars happen, sometimes people see American flags.
- People from other countries may be sad when their sports team lose to U.S. sports teams.



LESSON PLAN 1-12: National Symbols: The Bald Eagle

MATERIALS

National Bird Choices (SOURCEBOOK 1-12.A)
Preparation for the Corner Debate (WORKSHEET 1-12.B)
YES and NO signs (MATERIALS 1-12.C)
National Symbols: The Bald Eagle: Exit Ticket (ASSESSMENT 1-12.D)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T1.4: Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Is the bald eagle the best choice for a national bird?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

A. OPENER (5 minutes)

1. Watch Bald Eagle Clip

Have students view this clip on the bald eagle being the United States' national bird (Lesson1-12Video1). Ask students to share their reaction to the video: Should the bald eagle be the national bird, or would the turkey, crows, hummingbirds, and chickens.



Remind students of the word symbol from Lesson 1-11. A symbol is “a picture that stands for something else.” The Eagle is one of our national symbols.

Tell students that today they will be debating if the bald eagle should be our national bird.

B. DEVELOPMENT (19 minutes)

2. Engage in a Brainstorm on National Bird Options

Post the question on the board or chart paper, “Was the eagle the right choice for our national bird?” Tell students that in 1787, over 200 years ago, the nation debated the choice for the national bird. Some of the choices included: turkey, crows, hummingbirds, chickens, and bald eagles. Show the students the images of these choices found on National Bird Choices (SOURCEBOOK 1-12.A).

3. Participate in a Corner Debate on the National Bird

Have students individually think about each bird choice using Preparation for the Corner Debate (WORKSHEET 1-12.B).

Ask students to bring their preparation sheets with them and stand up in the middle of the room. Post on one side of the room the sign that says “YES” and on the other side of the room the sign that says “NO” (MATERIALS 1-12.C).

Ask students if they think the national bird should be the hummingbird. If they think the hummingbird would be a good choice, they should stand under “YES” or a bad choice, they should stand under “NO.” Ask students to explain why they think yes and no. Repeat this with the other three birds: black crow, American turkey, and bald eagle. If any birds have no supporters, you should stand there and give a reason why it might be a good choice.

After students have heard and discussed each bird choice, tell students that we will now get a chance to vote. Have students return to the rug or their seats. Show the images of each bird again (WORKSHEET 1-12.A). Ask students to make a final case to their classmates for any one bird. After students get a chance to “lobby” for their bird choice, tell the students that they will now get a chance to vote. They can only vote for one bird. Ask all students who vote for the hummingbird to raise their hand. Tabulate the numbers on the board. Ask all students who vote for the black crow to raise their hand. Tabulate the numbers on the board. Ask all students who vote for the American turkey to raise their hand. Tabulate the numbers on the board. Ask all students who vote for the bald eagle to raise their hand. Tabulate the numbers on the board. Announce who the winner vote-getter was.

C. CLOSING (6 minutes)

4. Write Up Argument on National Bird

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 1-12.D), where they write their own personal response to the lesson’s Inquiry Question: “Is the bald eagle the best choice for a national bird?” Tell students to cite at least two pieces of evidence from the sources for this lesson. Encourage students to draw their own national bird on a separate piece of paper.



Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-12.D

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The student should take a stance on if the bald eagle should be our national bird and make direct connections to the sources.

Some reasons it should be the national bird may include:

- The bald eagle strong.
- The bald eagle is already our national bird and would be hard to change.
- The bald eagle is a good looking bird.
- The bald eagle is a native to the United States.
- There are bald eagles in our state.

Some reasons it should be another bird may include:

- The turkey, crow, or hummingbird are cool looking.
- The turkey is related to Thanksgiving and the pilgrims.
- The turkey was important to the American Indians/Native people.
- The crow is found almost everywhere across the U.S.
- The hummingbird is nice, just like Americans.



LESSON PLAN 1-13: National Symbols: Monuments

MATERIALS

Printer paper (not supplied)
Chart paper (or easel pad paper) (not supplied)
Markers (not supplied)
Images (SOURCEBOOK 1-13.A)
Source 1: Government Monuments (SOURCEBOOK 1-13.B)
Source 2: Immigration Monuments (SOURCEBOOK 1-13.C)
Source 3: Constitution Monuments (SOURCEBOOK 1-13.D)
Source 4: Independence Monuments (SOURCEBOOK 1-13.E)
Source 5: Natural Monuments (SOURCEBOOK 1-13.F)
Source 6: Man-Made Monuments (SOURCEBOOK 1-13.G)
National Symbols: Exit Ticket (ASSESSMENT 1-13.H)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T1.4: Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Which national monument is most important?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



PREPARATION

This lesson uses a method called Visual Thinking Strategy (VTS). The key to VTS is that you as a teacher only do two things: (1) Ask the following questions and (2) repeat as precisely as possible exactly what the students say.

Visual Thinking Strategy Questions:

- Open with: **“What’s going on in this picture?”**
Summarize student responses using conditional language (“Raoul thinks this could be...”). This keeps the conversation open to other interpretations by other students.
- If appropriate: **“What do you see that makes you say that?”**
This encourages students to back up their statements with things they see in the work of art.
- Ask the group: **“What more can we find?”**
This continues the conversation.

If this is your first time using VTS, I would recommend reading this description (with a video example from Grade 1) of it from the Milwaukee Art Museum:

<http://teachers.mam.org/collection/teaching-with-art/visual-thinking-strategies-vts/>

1. Post Definitions of Monument

Post the definitions of monument on the board or chart paper hidden from view.
Monument: A statue, building, or structure to help us remember someone or something.

A. OPENER (8 minutes)

2. Engage in a Visual Thinking Strategy (VTS) on National Symbol Images

Give students Images (SOURCEBOOK 1-13.A). Do not reveal that these are images of Mount Rushmore and the Crazy Horse Memorial. Project the first image (Lettered “A”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS questions about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

Project the second image (Lettered “B”) and tell the students to look at the image closely and quietly. Give them about one minute. Next, begin the VTS questions about the image. Use the above questions, following VTS instructions. Have students inquire about the question using the above questions for about 2-3 minutes.

After students have had a chance to make observations about the images, reveal the background of each image. Project the first image (Lettered “A”). Tell the students that this is Mount Rushmore in South Dakota. From 1927 to 1941, a sculptor and his construction crew carved four presidents, George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln, into the mountain. Today, this is considered a national monument.

Project the second image (Lettered “B”). Tell the students that this is the Crazy Horse Memorial in South Dakota. It is a national monument that is still under construction. The land that Mount Rushmore was built on was originally the land of the Lakota Sioux Indians. Many people thought it was not right that only White men, or men whose



ancestors were from Europe, are carved into that mountain. Some people suggested that the famous Lakota leader named Crazy Horse should have his face added to Mount Rushmore. Instead, Lakota leader Henry Standing Bear asked Boston-born Polish American sculptor Korczak Ziolkowski (kor-chuk zee-oh-cof-ski) to build Crazy Horse's monument into a mountain that is 16 miles from Mount Rushmore. The construction began in 1948 and still continues today. It is now led by Ziolkowski's children. Someday they hope it will be completely finished, but people are allowed to visit it today to see it under construction.

Ask students why they think people built these monuments. Anticipated student responses may include: To remember people, to know how important people in the past were, because they look interesting or cool, to have people visit there.

Tell students that today we will be thinking about which monuments are most important. Tell students that we will first discuss what a monument is. Reveal the definition of monument and read the definition. Ask students if they can think of any monuments near where they live. Anticipated student responses may include: the Peabody Square Clock, the Sleeping Moon Statue, the Gas Tank, Meeting House Hill/First Church of Dorchester, Great Hall in Codman Square, the Boston Tea Party Ships, the Massachusetts State House, Fenway Park, the Prudential Building, the Zakim Bridge, Bunker Hill Memorial.

B. DEVELOPMENT (16 minutes)

3. Plan Posters for Their Assigned Monuments

Put students into 6 different groups. Assign each group a specific group of monuments: Government Monuments (National Mall) (SOURCEBOOK 1-13.B), Independence Monuments (Freedom Trail) (SOURCEBOOK 1-13.C), Constitution Monuments (Independence Hall and the Liberty Bell) (SOURCEBOOK 1-13.D), Immigration Monuments (Statue of Liberty and Ellis Island) (SOURCEBOOK 1-13.E), Natural Monuments (Grand Canyon and Niagara Falls) (SOURCEBOOK 1-13.F), and Man-Made Monuments (Golden Gate Bridge and Gateway Arch) (SOURCEBOOK 1-13.G). Have one student voluntarily read aloud their handout to the group. Have another student read their specific source again to the group. As the student reads, tell the other group members to underline or highlight any important information.

Tell the students that their goal today is to create a poster for their monuments. This poster will try to convince students that their group of monuments is the most important. Write on the board or chart paper that the poster must include: a drawing of the monuments, 3 facts about the monuments, and 2 reasons why the group of monuments is important.

Give students printer paper, chart paper (or easel pad), and markers. Tell the students to use the printer paper to plan their poster. Once they have a poster plan that they agree on, they should make it on the large piece of paper.

4. Share Monument Posters

Once all the posters are complete, have students share their posters by showing all the students their drawings and reading their 3 (or more) facts and 2 (or more) reasons why it is important. After each group shares, tape the posters to the classroom walls, so students may look at them during the exit ticket.



C. CLOSING (6 minutes)

5. Write Up Argument on Monuments

For the evaluation task, have the students complete the exit ticket (ASSESSMENT 13.H). They should choose one group of monuments (Tell them it does not need to be the monuments they presented) and they write their own personal response to the lesson's Inquiry Question: "Which group of national monuments are most important?" Tell students to cite at least two pieces of evidence from the sources for this lesson. Encourage students to get up and look at the posters when they are deciding what monument is most important or need facts to support their argument.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-13.H

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before "Writing Rubric"). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before "Additional Resources."

What to look for?

The students should take a stance on the most important monuments. All arguments should cite at least 2 pieces of evidence from the sources.

If student argues Government Monuments (National Mall), possible answers may include (and cites Source 1):

- It reminds us about the U.S. government/democracy.
- It reminds us of important presidents.
- It is where they make laws/ make people follow the laws.
- The monuments look nice.
- They are very important places.

If student argues Independence Monuments (Freedom Trail), possible answers may include (and cites Source 2):

- It reminds us about independence.
- It reminds us that we were once part of another country (England).
- It is a fun way to learn about history.
- It includes building and statues of important Americans.
- The monuments look nice.
- They are very important places.



If student argues Constitution Monuments (Independence Hall and the Liberty Bell), possible answers may include (and cites Source 3):

- It reminds us about the U.S. government/democracy.
- It is where they made the Constitution.
- It reminds us about our rights.
- The Liberty Bell has a neat crack in it.
- The monuments look nice.
- They are very important places.

If student argues Immigration Monuments (Statue of Liberty and Ellis Island), possible answers may include (and cites Source 4):

- It reminds us of the importance of immigrants.
- Many of us are immigrants or have family who are/were immigrants.
- The Statue of Liberty is an important symbol.
- The quote about the tired and poor being welcome is good.
- The monuments look nice.
- They are very important places.

If student argues Natural Monuments (Grand Canyon and Niagara Falls), possible answers may include (and cites Source 5):

- It reminds us about how beautiful our nature/landscapes are.
- It reminds us that we should visit nature.
- The Grand Canyon and/or Niagara Falls are unique/nothing like them.
- Many people visit them each year.
- The monuments look nice.
- They are very important places.

If student argues Man-Made Monuments (Golden Gate Bridge and Gateway Arch), possible answers may include (and cites Source 6):

- It reminds us how talented our engineers/builders are in the United States.
- The Golden Gate Bridge and/or Gateway Arch are unique/nothing like them.
- Many people visit them.
- The monuments look nice.
- They are very important places.



LESSON PLAN 1-14: Our Holidays: Independence Day, Labor Day, Patriots' Day, and Juneteenth

MATERIALS

Clipboards (not supplied)
Source 1: Independence Day (SOURCEBOOK 1-14.A)
Source 2: Labor Day (SOURCEBOOK 1-14.B)
Source 3: Patriots' Day (SOURCEBOOK 1-14.C)
Source 4: Juneteenth (SOURCEBOOK 1-14.D)
Holiday Carousel Sheet (WORKSHEET 1-14.E)
Our Holidays: Exit Ticket (ASSESSMENT 1-14.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.K.T3.1: Describe how some days, called civic holidays, are special because they celebrate important events or people in history.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What national holiday should we create?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



PREPARATION

1. Post Sources for Carousel

In preparation for a carousel activity, post the sources around the room.

A. OPENER (12 minutes)

2. Engage in a Carousel on Our Holidays

Give each student a pencil and clipboard with the Holiday Carousel Sheet (WORKSHEET 1-14.E) on it. Ask students to go to each of the four stations: Independence Day (SOURCEBOOK 1-14.A), Labor Day (SOURCEBOOK 1-14.B), Patriots' Day (SOURCEBOOK 1-14.C), Juneteenth (SOURCEBOOK 1-14.D). At each station, the students should answer the questions based on the sources.

Once students have gone to each of the four stations, they should return to their seats. Have students share with the class their reasons for each holiday.

B. DEVELOPMENT (12 minutes)

3. Create a New National Holiday Activity

Put students into small groups. Pass out the exit ticket (ASSESSMENT 1-14.F). Next, write on the board or chart paper: people, events, ideas, and groups. Have students brainstorm possible people first, then possible events, then possible ideas, and then possible groups who could be honored by a new holiday. Depending on your students, you may need to first define each of these concepts and offer some possible examples (suggestions: person-Harriet Tubman, event-invention of the Internet, idea-democracy, people-immigrants).

Tell the students that their goal today is to choose a person, event, idea, or group to create a new holiday for. We would get a day off from school for it, so it should be really important. It should also be a reason that all Americans could appreciate and see importance in. Students should first discuss possible people, events, ideas, and groups from the list on the board or chart paper. Tell them they can also choose a people, events, ideas, and groups not listed. Once they all agree on a holiday topic, then will need to think of at least 2 reasons why that should be a new holiday. Tell students to individually write their answers on the exit ticket (ASSESSMENT 1-14.F). Circulate around the room asking probing questions and helping student groups come to a consensus and find reasons to support their holiday.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (6 minutes)

4. Share New National Holidays

Once all the exit tickets are complete, have students share their new national holidays and explain the reasons those holidays are needed.

EVALUATION



ASSESSMENT 1-14.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students may choose any person, event, idea, or group to honor with a new U.S. holiday. Their explanation should have at least two reasons why the person, event, or group should have their own holiday.

Some examples might include:

Harriet Tubman Day: Celebrates the life of Harriet Tubman. This holiday reminds us that she helped many slaves to freedom and was an important nurse, cook, and spy during the Civil War.

Internet Day: Celebrates the day in the 1960s when the U.S. government created the first computer network called ARPANET, which led to the Internet. This holiday reminds us that the Internet may have changed our lives more than other invention, because it allows us to transmit words and ideas instantly, post those ideas for others, read almost any book, and send files to each other.

Democracy Day: Celebrates the idea of choosing our leaders and having the freedom of speech, press, protest, and religion. This holiday will help us remember that some other countries do not have the same freedoms and ability to choose leaders as us, but also that we need to protect those rights for all.

Immigrants Day: Celebrates immigrants and immigration, because many Americans are immigrants or ancestors of immigrants. This holiday will honor the sacrifice that immigrants make to the United States and the contributions they have made to our country.



LESSON PLAN 1-15: The Pledge of Allegiance

MATERIALS

Pledge of Allegiance Video (Lesson1-15Video1) [Located in the Open Social Studies Video Library: www.opensocialstudies.org/K-6.html]

Source 1: Pledge of Allegiance History (SOURCEBOOK 1-15.A)

Source 2: Children Saying the Pledge in School (SOURCEBOOK 1-15.B)

Source 3: West Virginia v. Barnette Case (SOURCEBOOK 1-15.C)

Source 4: Jane Doe v. Acton-Boxborough (SOURCEBOOK 1-15.D)

The Pledge of Allegiance: Exit Ticket (ASSESSMENT 1-15.E)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T3.2: Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Should everyone say the Pledge of Allegiance?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



A. OPENER (8 minutes)

1. Watch Pledge of Allegiance Video

To remind students of the Pledge of Allegiance, show them a clip from classroom of students in California saying the Pledge of Allegiance (Lesson1-4Video1). Ask students to tell you how saying the pledge makes them feel. Do they like or dislike saying it? Does it make them proud or not? If they like saying it, have them explain why? If they do not like saying it, have them say why.

Next, give students a handout of the Pledge of Allegiance's history and word changes (SOURCEBOOK 1-15.A). Tell them that we often say the pledge, but do not think about these words. Explain to the students that the words have changed over time and have them look at the old version from 1892 and the newer version from 1965. Ask students to tell you what words are different and what version (new or old) they prefer.

B. DEVELOPMENT (16 minutes)

2. Discuss the Inquiry Question on the Pledge of Allegiance

Put students into small groups. Pass out the exit ticket (ASSESSMENT 1-15.E). Have students take turns reading aloud (using choral, partner, or independent reading) all three remaining documents (SOURCEBOOK 1-15.B, SOURCEBOOK 1-15.C, SOURCEBOOK 1-15.D) to their group.

Once students have read all the sources, have them discuss the inquiry question in their group. Post the question on the board or chart paper: Should everyone say the Pledge of Allegiance? [NOTE: Be sure to add, "unless for religious or personal reasons," since the Supreme Court and Massachusetts Supreme Judicial Court have both said people cannot be forced to say the pledge if it is against their religion or beliefs.] Tell students that they will need to include at least two pieces of evidence from the sources.

Once a group has found agreement on the question, tell students to individually write their answers on the exit ticket (ASSESSMENT 1-15.E). Circulate around the room asking probing questions and helping students come to a consensus and finding supporting evidence for their stance.

C. CLOSING (6 minutes)

3. Share Answer to the Inquiry Question

Once all the exit tickets (ASSESSMENT 1-15.E) are complete, have students share their stances on the inquiry question and explain if they think all students should say the Pledge. During this conversation, make sure to remind students that no one cannot make them say the pledge, but they should also respect those students who do say it.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.



EVALUATION

ASSESSMENT 1-15.E

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on if all students should say the pledge (with the exception of students who cannot for religious or personal reasons). All arguments should cite at least 2 pieces of evidence from the sources.

If student argues that everyone should say the Pledge of Allegiance (except for religious or personal reasons):

- It shows our country has unity/is one nation.
- It respects others who want to say the Pledge.
- It shows your national pride.
- It states good things about the United States and its flag.

If student argues that everyone should not say the Pledge of Allegiance:

- It is your right to not say the Pledge.
- People may have religious or personal reasons for not saying it.
- Some people may not like saying it or feel uncomfortable saying it.
- Two court cases have made clear it is voluntary.
- People could say or do other things instead of the Pledge to show their love for their country.



LESSON PLAN 1-16: Our Customs and Traditions

MATERIALS

Clipboards (not supplied)
My Family's Customs and Traditions (WORKSHEET 1-16.A)
Customs and Traditions Worksheet (WORKSHEET 1-16.B)
Source 1: Wedding (SOURCEBOOK 1-16.C)
Source 2: First Day of School (SOURCEBOOK 1-16.D)
Source 3: Funeral (SOURCEBOOK 1-16.E)
Source 4: Quinceañera/o (SOURCEBOOK 1-16.F)
Source 5: Barbecue/Cookout (SOURCEBOOK 1-16.G)
Source 6: Birthday (SOURCEBOOK 1-16.H)
Our Customs and Traditions: Exit Ticket (ASSESSMENT 1-16.I)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T2.5: Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What customs or traditions are most important to you?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



PREPARATION

1. Complete Worksheet with Family Members

Before this class, students should work with their parents or guardians to complete the Pre-Lesson Activity: My Family's Customs and Traditions (WORKSHEET 1-16.A) in preparation for the activities in Lesson 1-16. While many students will be able to list many customs and traditions, be mindful that some students may only have a few regular family events. It will be all right if students can only fill out a little or none of the worksheet in advance.

2. Set Up Scavenger Hunt

Around the room, post six sources Wedding (SOURCEBOOK 1-16.C), First Day of School (SOURCEBOOK 1-16.D), Funeral (SOURCEBOOK 1-16.E), Quinceañera/o (SOURCEBOOK 1-16.F), Barbeque/Cookout (SOURCEBOOK 1-16.G), Birthday (SOURCEBOOK 1-16.H).

Post the definitions of custom and tradition on the board or chart paper hidden from view. Customs: Something a family (or group) does regularly. May include both special events or celebrations. Traditions: Something a family (or group) has passed from one generation to the next.

A. OPENER (8 minutes)

3. Participate in Customs and Traditions Scavenger Hunt

Tell students that today we will be studying our customs and traditions. Before today, you should have spoken with your parents and guardians about what customs and traditions you do and wrote them down on a worksheet. We will be using those worksheets in a little while. Before we study our own customs and traditions, we will learn about some different customs and traditions from around the world.

Give each student a pencil and clipboard with the Customs and Traditions Worksheet (WORKSHEET 1-16.B). Tell students that you have posted different customs and traditions from different countries around the world. They are to go on a "scavenger hunt" to find all of the customs and events. Ask students to walk around the room and make guesses about which of the customs/traditions are in the pictures using the word bank at the top. On their Customs and Traditions Worksheet (WORKSHEET 1-16.B), students should write down the letter of the custom/tradition that they think goes with each picture. For instance, if they think Picture A is a wedding, they should write a letter "A" next to the word wedding.

4. Discuss Customs and Tradition Scavenger Hunt

Once all students have looked at each picture, have students return to their seats. Next, have students take turns reading aloud (using choral, partner, or independent reading) the answers on the answer sheet (also found in WORKSHEET 1-16.B) to the class. As the students read the answers, display the picture on a projector or smartboard. Have students correct their sheet, as they learn about each different group's custom or tradition.

Once students have read all of the answers, write on the board or chart paper the questions: How are these customs or traditions similar to what your family does? How are these customs or traditions different than what your family does? Lead students in a



discussion of the similarities and differences between these customs/traditions and their own.

B. DEVELOPMENT (16 minutes)

5. Have Students Share Their Own Family’s Customs and Traditions

Put students into small groups. Students should take turn reading about their family’s customs and traditions to their group members found on their Family’s Customs and Traditions (WORKSHEET 1-16.A). Tell each group that they should pick one student to be the scribe and write a list of all the different customs and traditions that their families have. Tell students that whenever they hear a custom or tradition that is similar to one of their own, they should tell their classmate. They should also make check marks next to any traditions that are the same for multiple group members.

Once students have shared all of their customs and traditions, have each group share out to the whole class. On the board or chart paper, write down all of the customs/traditions that students included. Lead students in a discussion of similarities and differences.

C. CLOSING (6 minutes)

6. Share Answer to the Inquiry Question

Have students focus on their own customs/traditions by looking at the Family’s Customs and Traditions (WORKSHEET 1-16.A). Tell students to pick the one custom or tradition that is most important to them and then write about it on the exit ticket (ASSESSMENT 1-16.I).

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

Once all the exit tickets are complete, have students share what their most important traditions are.

EVALUATION

ASSESSMENT 1-16.I

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

Answers will vary based on guest speakers and students’ choice. All students’ answers should include at least 2 pieces of evidence from their worksheet or the sources.



LESSON PLAN 1-17: Our World

MATERIALS

“Amelia’s Fantastic Flight” by Rose Bursik (not supplied)
World Map (SOURCEBOOK 1-17.A)
Source 1: Africa (SOURCEBOOK 1-17.B)
Source 2: Asia (SOURCEBOOK 1-17.C)
Source 3: Europe (SOURCEBOOK 1-17.D)
Source 4: Australia (SOURCEBOOK 1-17.E)
Source 5: North America (SOURCEBOOK 1-17.F)
Source 6: South America (SOURCEBOOK 1-17.G)
Source 7: Antarctica (SOURCEBOOK 1-17.H)
Our World: Exit Ticket (ASSESSMENT 1-17.I)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T2.1: Explain that a map represents spaces and helps one identify locations and features.

MA-HSS.1.T2.2: Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map; use a map to identify the location of major cities and capitals (e.g., Boston, Massachusetts, Washington D.C., Mexico City, Mexico) and investigate factors that explain why these locations became important cities.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *If you could move anywhere in the world, where would it be?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in



answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

A. OPENER (8 minutes)

1. Read Amelia’s Fantastic Flight

Start the lesson by reading the picture book “Amelia’s Fantastic Flight” by Rose Bursik to the students. This story is a fictional account of a girl building a plane and traveling the world. As you read the text, ask probing questions, such as “What types of animals appear to live in Brazil?” or “Does it seem cold or warm in Nepal?”

Tell students that just like Amelia, today we are going to pretend that we are going to fly an airplane to another part of the world. As we fly, just like Amelia, we will be going to the different continents of the Earth. Write the word “continent” on the board or chart paper. Ask students to brainstorm the meaning of continent and write their answers on the board or chart paper. Anticipated responses may include: big pieces of land, countries, parts of the Earth. At the end, tell students that a continent is a large land mass. They are the largest areas of land on Earth. Although not everyone agrees, many people say there are seven continents.

Ask students if they can name any continents and written them on the board of chart paper. Anticipated responses may include: Africa, Asia, North America, South America, Europe, Australia, and Antarctica. Use a classroom map (if one is not available, project the Peters Projection Map in SOURCEBOOK 1-17.A) and point out each continent. Ask students if they can remember any of the places that Amelia took her plane. As students name each place, show them on the map and say what continent that they are in. She went to: Brazil in South America, Kenya and Egypt in Africa, France, Finland, and Russia in Europe, India, Nepal, China, and Japan in Asia, Australia is its own continent, Tahiti is not on a continent and is in the middle of the Pacific Ocean. Mexico and the United States (where Amelia lives) are in North America.

B. DEVELOPMENT (16 minutes)

2. Learn About Each Continent

Put students into seven small groups. Assign each group one of the continents: Africa (WORKSHEET 1-17.B), Asia (SOURCEBOOK 1-17.C), Europe (SOURCEBOOK 1-17.D), Australia (SOURCEBOOK 1-17.E), North America (SOURCEBOOK 1-17.F), South America (SOURCEBOOK 1-17.G), Antarctica (SOURCEBOOK 1-17.H). Give students the worksheet for their particular continent. Have each group read its worksheet. They should underline or highlight important information. Tell the students that they should then discuss the document and write down a list of facts. Using the first worksheet, model looking for facts and taking notes for the students. Note: If your students have difficulty with jig saw activities, this lesson plan can be spread out over three days having all students focus on only 2-3 documents per lesson. Assign different students to be a leader for one of the three documents, responsible for explaining that document to their peers on the final day of the lessons when they use the exit ticket.

3. Engage in a Jig Saw About the Continents

Have students participate in a jig saw activity. Make new groups where at least one student from each of the original groups is included. This will create several new groups



of three students, one is an expert on 1-17.B, 1-17.C, 1-17.D, 1-17.E, 1-17.F, 1-17.G, and 1-17.H. Have each student describe their document to the other members of their group.

C. CLOSING (6 minutes)

4. Write Up Argument on Where to Move

Ask students to use the sources and the information they heard from their peers to answer the following inquiry question: “If you could move anywhere in the world, where would it be?” After students have discussed the question, they should complete the exit ticket in the following step. Circulate the room, helping the students who may have difficulty choosing one continent.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-17.I

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on where they might like to move, if they had to move somewhere else in the world. All arguments should cite at least 2 pieces of evidence from the sources.

If student argues Africa, possible answers may include (and cites Source 1):

- To visit Kenya's Amboseli National Park or Mount Kilimajaro
- To visit deserts, savannas, jungles, and rivers
- To stay in a city (4 in 10 Africans live in cities)
- To hear other languages (over 1,000 different languages)
- To visit where humankind started

If student argues Asia, possible answers may include (and cites Source 2):

- To visit the Great Wall
- To visit deserts, plains, mountains, jungles, and rivers
- To stay in a city (5 in 10 Asians live in cities)
- To hear other languages (over 2,000 different languages)
- To visit Mt. Everest or the Dead Sea



If student argues Europe, possible answers may include (and cites Source 3):

- To visit plains, forests, mountains, glaciers, and rivers
- To stay in a city (8 in 10 Europeans live in cities)
- To visit a castle, like Neuschwanstein
- To visit the northern-most town in Norway

If student argues Australia, possible answers may include (and cites Source 4):

- To visit Great Barrier Reef or Outback
- To visit desert, plains, and jungles
- To stay in a city (9 in 10 Australians live in cities)
- To learn more about the Aborigines (Indigenous people)

If student argues North America, possible answers may include (and cites Source 5):

- To visit the Grand Canyon or Barbados
- To visit desert, plains, jungles, mountains, rivers, and glaciers
- To stay in a city (8 in 10 North Americans live in cities)
- To learn more about the Indigenous people

If student argues South America, possible answers may include (and cites Source 6):

- To visit the Amazon Rain Forest and Machu Picchu
- To visit desert, plains, and jungles
- To stay in a city (8 in 10 South Americans live in cities)
- To learn more about the Indigenous people

If student argues Antarctica, possible answers may include (and cites Source 7):

- To visit a continent almost completely covered in ice
- To visit the science stations
- To see penguins, whales, or seals
- To go somewhere few people go



LESSON PLAN 1-18: Important Global Citizens: Mahatma Gandhi, Desmond Tutu, Malala Yousafzai, Mary Robinson

MATERIALS

Classroom computer and/or computer lab (not supplied)
Picture books and informational texts on Mahatma Gandhi, Desmond Tutu, Malala Yousafzai, Mary Robinson (not supplied)
Lined Paper (not included)
Source 1: Mahatma Gandhi (SOURCEBOOK 1-18.A)
Source 2: Desmond Tutu (SOURCEBOOK 1-18.B)
Source 3: Malala Yousafzai (SOURCEBOOK 1-18.C)
Source 4: Mary Robinson (SOURCEBOOK 1-18.D)
Books and Computer Research Sheet (WORKSHEET 1-18.E)
Important Global Citizens: Exit Ticket (ASSESSMENT 1-18.F)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.3: Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.

MA-HSS.1.T1.4: Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts read or read aloud, and describe the qualities of a good leader.

MA-HSS.1.P6: Argue or explain conclusions, using valid reasoning and evidence.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.RL.1.3: Describe characters, settings, and major events in a story, using key details.

PROCEDURES

Inquiry Question: *Which leader made the most important change to the world?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.



Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

In preparation for this activity, you should make available laptops or a computer lab to the students. However, if that is not available at your school, this can also be done with one classroom computer.

This lesson will involve students engaging in group research. To support the students, you should ask a school librarian to pull any books or children’s websites on Mahatma Gandhi, Desmond Tutu, Malala Yousafzai, Mary Robinson. Below are some recommended texts and websites that can be used with this lesson:

Mahatma Gandhi and Indian Independence

“I Am Gandhi” by Brad Meltzer

“Gandhi: The Young Protester Who Founded a Nation” by Phillip Wilkinson

<https://kids.britannica.com/kids/article/Mahatma-Gandhi/353163>

https://kids.kiddle.co/Mahatma_Gandhi

Desmond Tutu and Apartheid

Desmond and the Very Mean World by Desmond Tutu

The Soccer Fence by Phil Bildner

Nelson Mandela: Long Walk to Freedom by Chris van Wyk

<https://kids.britannica.com/kids/article/Desmond-Tutu/399993>

https://kids.kiddle.co/Desmond_Tutu

Malala Yousafzai and Schooling for Girls

“Malala’s Magic Pencil” by Malala Yousafzai and Kerascoët

“For the Right to Learn: Malala Yousafzai’s Story” by Rebecca Langston-George and Janna Block

<https://kids.britannica.com/kids/article/Malala-Yousafzai/610609>

https://kids.kiddle.co/Malala_Yousafzai

Mary Robinson and Women Leaders/Human Rights

Every Human Has Rights: A Photographic Declaration for Kids by Mary Robinson

<https://kids.britannica.com/kids/article/Mary-Robinson/487546>

https://kids.kiddle.co/Mary_Robinson

A. OPENER (10 minutes)

1. Introduce the Important Global Citizens

Tell students that today we will be studying four people who wanted to change the world for the better. Some people told them that they could not make the world better, because it is too difficult to change the way things have been done.

Pass out the sources: Mahatma Gandhi (SOURCEBOOK 1-18.A), Desmond Tutu (SOURCEBOOK 1-18.B), Malala Yousafzai (SOURCEBOOK 1-18.C), Mary Robinson



(SOURCEBOOK 1-18.D). Have students take turns reading aloud (using choral, partner, or independent reading) each source.

Ask students if they can think of any similarities between the four people that we just read about. List their ideas on the board or chart paper. Anticipated responses may include: They all wanted to make the world better, they all faced problems because who they were (Black, Indian, women, girls), they traveled around the world helping people.

Next, ask students if they can think of any differences between the four people that we just read about. Anticipated responses may include: They were from different races (Black, Asian, White), they were different ages (young, middle aged, old), they were from different places (India, South Africa, Pakistan, Ireland), they fought for different issues (girls' right to school, women's rights to be leaders, anti-Apartheid, Indian independence).

Tell students that today they are going to be historians and have to write the biography of one of these four people. They will get to use books and computers. We will then present our biographies to the class. In the end, students will have to decide which person they think most the most important change in the world.

B. DEVELOPMENT (14 minutes)

2. Write the Autobiography of an Important Global Citizen

Review with students that a story, including a biography, tells the story of a person from the beginning of their life until the end (or present day, if they are still alive). Remind students that biographies have “main events” or times in a person’s life where something important happens. In your biography, you should have at least 3 “main events.”

Assign students to four groups: (1) Mahatma Gandhi, (2) Desmond Tutu, (3) Malala Yousafzai, (3) Mary Robinson. Hand out the Books and Computer Research Sheet (WORKSHEET 1-18.E). Tell the students to imagine they are historians telling the world about their historical figure. First, they are to look through the books, websites, and the handouts from today’s class and find 4 main events to include on the sheet. They should list these four events in the order that they happened (dates from first to last).

Give students an additional Books and Computer Research Sheet (WORKSHEET 1-18.E) to write the final set of facts that they will share as a group with the class. Once they have chosen four events, the students should list important details about the events on this sheet.

3. Share Autobiographies

Once all groups have completed at least 3 main events on their groups’ Books and Computer Research Sheet (WORKSHEET 1-18.E), have students share their autobiographies with the class. Draw comparisons between the different students’ stories and list them on the board or chart paper. Leave these notes up, so students can reference them when writing their exit tickets.

C. CLOSING (6 minutes)



4. Write Up Argument on Most Important Change to the World

For the evaluation task, have students complete the exit ticket (ASSESSMENT 1-18.F), where they write their own personal response to the lesson’s Inquiry Question: “Which leader made the most important change to the world?” Ask students to include at least two pieces of evidence from the sources to support their answer. Tell students that they do not need to choose their own person; they are allowed to choose any of the four.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

EVALUATION

ASSESSMENT 1-18.F

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students’ autobiographies may include different facts/evidence. All autobiographies should cite at least 2 pieces of evidence.

If student argues Mahatma Gandhi, possible answers may include:

- Change was mostly through peaceful protests
- Worked to end unfair treatment of people because of their race
- Worked to help India become an independent country and not have Britain treating its people poorly
- Used non-violent protests (i.e. salt march, spinning wheel protest, fasting) and went to jail because of his beliefs.
- He lived a simple life
- Traveled the world trying to spread peace and the idea that people should rule themselves

If student argues Desmond Tutu, possible answers may include:

- Change was mostly through protests
- Worked to end unfair treatment of people because of their race
- Worked to help end Apartheid in South Africa
- Became the first Black Archbishop of Cape Town
- Won a Nobel Peace Prize
- Travels the world trying to stop poverty, HIV/AIDS, and tuberculosis, as well as all forms of discrimination (treating people different because of who they are)

If student argues Malala Yousafzai, possible answers may include:



- Change was through writings and speeches
- Worked to end unfair treatment of people because of their gender
- Worked to help all girls in her country go school (when the Taliban banned it)
- Won a Nobel Peace Prize
- Her and her family's lives were at risk, because she spoke out about something wrong
- Travels the world giving speeches about the importance of educating all girls and women

If student argues Mary Robinson, possible answers may include:

- Change was through elections and speeches
- Worked to end unfair treatment of people because of their gender
- Worked to make more women leaders
- Worked to help refugees, or people who had to leave their country due to war, hunger, or lack of jobs
- Was the first woman to be elected the president of Ireland
- Travels the world giving speeches about the importance of women leaders, helping more women run for election, and helping refugees



LESSON PLAN 1-19: Making Our World Better (Part 1)

MATERIALS

Preparation for the Corner Debate (WORKSHEET 1-19.A)
YES and NO signs (MATERIALS 1-19.B)
Source 1: Global Warming/Climate Change (SOURCEBOOK 1-19.C)
Source 2: Poverty (SOURCEBOOK 1-19.D)
Source 3: Disease (SOURCEBOOK 1-19.E)
Source 4: Lack of Democracy (SOURCEBOOK 1-19.F)
Global Problems: Notes Sheet (SOURCEBOOK 1-19.G)
Making Our World Better (Part 1): Exit Ticket (ASSESSMENT 1-19.H)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.10: Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.

MA-HSS.1.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *What are the most important current global problems?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.



A. OPENER (6 minutes)

1. Participate in a Corner Debate on Global Problems

Tell students that today we are going to learn about some of the problems that exist across our Earth or globe, what are called these global problems. Tell students that we will start with a corner debate to start thinking of the issues that the people of our Earth face.

Have students individually think about each question using Preparation for the Corner Debate (WORKSHEET 1-19.A). Students are asked to respond “yes” or “no” to the statements and explain why.

Ask students to bring their preparation sheets with them and stand up in the middle of the room. Post on one side of the room the sign that says “YES” and on the other side of the room the sign that says “NO” (MATERIALS 1-19.B).

Ask students the first question: “The Earth getting warmer is a bad thing.” If they agree with the statement, they should stand under “YES” or if they do not agree, they should stand under “NO.” Ask students to explain why they think yes and no. Repeat this with the other three questions: Too many people around the world do not have a place to live, enough food to eat, or clothes to wear. We should do more to cure diseases. People in every country should have the right to choose their leaders.

B. DEVELOPMENT (18 minutes)

2. Read About Global Problems

Put students in small groups and assign them one of the four sources: Global Warming/Climate Change (SOURCEBOOK 1-19.C), Poverty (SOURCEBOOK 1-19.D), Disease (SOURCEBOOK 1-19.E), Lack of Democracy (SOURCEBOOK 1-19.F). Tell students to look very closely at the maps or charts at the beginning of each source.

Have one student from each group read their source. As the student reads, tell the other group members to underline or highlight any important information. Next, tell students to write the most important facts about their global problem on the Global Problems: Notes Sheet (WORKSHEET 1-19.G). Tell students that each group will present their facts to the class.

3. Share About Global Problems

Once all groups have read their sources and completed the Global Problems: Notes Sheet (WORKSHEET 1-19.G), have students share about their global problems with the class. Draw comparisons between the different students’ stories and list them on the board or chart paper. Leave these notes up, so students can reference them when writing their exit tickets. Next, ask students the inquiry question: “What are the most important current global problems?” Have students share their opinions on what is the most important global problem to them.

C. CLOSING (6 minutes)

4. Write Up Argument on Most Important Global Problem

For the evaluation task, have students complete the exit ticket (ASSESSMENT 1-19.H), where they write their own personal response to the lesson’s Inquiry Question: “What are the most important current global problems?” Give students the source that corresponds to their choice, so they can use this, along with the notes on the board or



chart paper, as evidence. Ask students to include at least two pieces of evidence from the sources to support their answer.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

NOTE: Save students exit tickets and the worksheets from this lesson, as they will be used in lesson 1-20.

EVALUATION

ASSESSMENT 1-19.H

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

The students should take a stance on which global problem is most important. All arguments should cite at least 2 pieces of evidence from the sources.

If student argues Global Warming/Climate Change, possible answers may include:

- The world is warmer faster than any time in history
- Causes too much or too little rain, wind, and snow
- Hurts farmers and makes cities hot
- Makes storms, like hurricanes and blizzards, stronger
- Hurts coral reefs, plants, and animals
- Glaciers are melting, which causes sea level rise

If student argues Poverty, possible answers may include:

- Many people and families do not have enough money for homes, food, or clothes
- Many people live on less than \$1 a day
- Some governments have corruption and prevent their people from getting what they need
- It hurts parents and families

If student argues Disease, possible answers may include:

- Many diseases end people’s lives early
- Some diseases can be prevented, but people do not have money for medicine
- Some diseases spread and make many people sick (like Zika)
- The World Health Organization can help stop disease, but it is not given very much money



If student argues Lack of Democracy, possible answers may include:

- Not all countries have a democracy. They may have a king, queen, dictator, party, or something else run their country
- Without democracy, people may have less freedom; they have to do whatever their rulers tell them
- Sometimes war or a bad economy may stop democracy
- There are examples in Hong Kong or Sri Lanka where people are protesting for more democracy
- Democracy will allow people to do what is best for them and have a say in their country



LESSON PLAN 1-20: Making Our World Better (Part 2)

MATERIALS

Students' completed exit tickets from 1-19:
 Making Our World Better (Part 1): Exit Ticket (ASSESSMENT 1-19.H)

Students' sources (with underlining/highlighting) from 1-19:
 Global Warming/Climate Change: (SOURCEBOOK 1-19.C)
 Poverty (SOURCEBOOK 1-19.D)
 Disease (SOURCEBOOK 1-19.E)
 Lack of Democracy (SOURCEBOOK 1-19.F).

Lined paper (not supplied)
Zoom In Inquiry Activity (SOURCEBOOK 1-20.A)
Topic Signs (MATERIALS 1-20.B)
Source 1: Global Warming/Climate Change (SOURCEBOOK 1-20.C)
Source 2: Poverty (SOURCEBOOK 1-20.D)
Source 3: Disease (SOURCEBOOK 1-20.E)
Source 4: Lack of Democracy (SOURCEBOOK 1-20.F)
Making Our World Better (Part 2): Exit Ticket (ASSESSMENT 1-20.G)

STANDARDS

Massachusetts History and Social Science Framework

MA-HSS.1.T1.10: Evaluate the qualities of a good citizen or member of the community, drawing on examples from history, literature, informational texts, news reports, and personal experiences.

MA-HSS.1.P7: Determine next steps and take informed action, as appropriate.

Common Core: Literacy

CCSS.ELA-Literacy.RI.1.1: Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

PROCEDURES

Inquiry Question: *Taking a global issue that you think is very important, what should we do to make it better?*

Scaffolding

While the texts in this curriculum are at the grade 1 Lexile level, they may be challenging for some students. For this reason, it is recommended that you preview the sources as a class before engaging in the inquiries. This may involve the teacher reading the sources aloud to the students or having the students engage in a choral reading of the sources together as a class before the students begin group or individual work.

Additionally, teachers might consider having small groups of students responsible for reviewing a single source and then reporting out to the whole class about what those



documents say (so not all students read all sources), before the class engages in answering the inquiry question through the exit ticket. If teachers feel the documents need more time for students to understand than one class period, they might consider spending one day of class time on the opener and reading the documents and a second day of class time on answering the inquiry question through the exit ticket.

PREPARATION

Before class, based on the topics that students chose to write about on their exit tickets in lesson 1-19 (ASSESSMENT 1-19.H), assign students to groups. Arrange desks together based on group size and post Topic Signs (MATERIALS 1-20.B) on each desk grouping, so students will know where their group will be. It is okay if there is an uneven number of students. If there are a very large number of students on one issue, break them up into two groups (with two signs saying the same topic).

This lesson uses a method called Zoom In Inquiry. The key to Zoom In Inquiry is that you as a teacher allow the students to explore an image in three successive “zoom ins.”

Zoom In Inquiry:

- The teacher has students start by looking at only a specific part of an image (Zoom 1) and not the entire image. The teacher asks, “What do you think this may be?” and “What can you tell from what you see?” or “What clues do you see?”
- The teacher then reveals a slightly larger view of the image (Zoom 2). The teacher asks, “What do you think this may be?” and “What can you tell from what you see?” or “What clues do you see?”
- Finally, the teacher shows the entire image (Zoom 3) to the students. The teacher asks, “What do you think this may be?” and “What can you tell from what you see?” or “What clues do you see?”
- Finally, the teacher explains what the image is of and connects it to the lesson.

If this is your first time using Zoom In Inquiry, we recommend watching this video example from Grade 4 produced by Explorify: <https://vimeo.com/205234946>

A. OPENER (6 minutes)

1. Zoom In Inquiry Activity

Put students in small groups. Give students the Zoom 1 image (SOURCEBOOK 1-20.A). Project the Zoom 1 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: judges/jury, a stage/play, a meeting. Have students examine the source for about 2-3 minutes.

Give students the Zoom 2 image (SOURCEBOOK 1-20.A). Project the Zoom 2 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: judges/jury, a stage/play, a meeting, an election. Have students examine the source for about 2-3 minutes.



Give students the Zoom 3 image (SOURCEBOOK 1-20.A). Project the Zoom 3 image for the class. Tell the students to look at the image closely. In their groups, they should look at the details or clues and make educated guesses as to what the picture may be of. Ask the following questions: “What do you think this may be?”, “What can you tell from what you see?”, “What clues do you see?” Anticipated responses may include: judges/jury, a stage/play, a meeting, an election, Congress, United Nations. Have students examine the source for about 2-3 minutes.

Tell students “Last class we learned about problems that the whole world faces. Today, we are going to learn about ways to fix those problems. This picture here is of the United Nations. It is located in New York City. Raise your hand if you have heard of the United Nations. Does anyone know what they do there?” Anticipated responses may include world government, vote on world laws, elect a world president, solve world problems. Tell students that the United Nation or UN is a world organization where all of the countries have a vote. At the UN, nations can propose a resolution. If more than half of the nation’s vote “yes” for an idea (called a resolution), the nations agree to follow that decision.

Tell students: Today, you are going to craft your own resolutions to the United Nations. You are going to propose a solution to a global problem. At the end of class, we will share our resolutions and vote on which ones we would support or not. We will use the same problems: Global Warming/Climate Change, Poverty, Disease, Lack of Democracy.

Pass out students’ exit tickets from the previous lesson (ASSESSMENT 1-19.H). Have students go to their pre-assigned groups based on their 1-19 exit tickets. Desks should be marked with Topic Signs (MATERIALS 1-20.B): Global Warming, Poverty, Disease, and Lack of Democracy. If a student was absent, they can choose whatever issue they think is most important.

B. DEVELOPMENT (18 minutes)

2. Read About Global Problem Solutions

Give each group the sources that correspond with their group topic: Global Warming/Climate Change (SOURCEBOOK 1-20.C), Poverty (SOURCEBOOK 1-20.D), Disease (SOURCEBOOK 1-20.E), Lack of Democracy (SOURCEBOOK 1-20.F). Have one student from each group read their source, which presents three possible solutions to their global problem. As the student reads, tell the other group members to underline or highlight any important information.

Next, give students sources from last class that corresponds with their topic: Global Warming/Climate Change (SOURCEBOOK 1-19.C), Poverty (SOURCEBOOK 1-19.D), Disease (SOURCEBOOK 1-19.E), Lack of Democracy (SOURCEBOOK 1-19.F). Tell students that they should look over their source from last class, as it will be helpful in finding the right solution to their global problem.

Next, tell students to discuss each solution (Solutions 1-3). After discussing the possible options, they should decide on the one solution that they think is best and circle it. Give students lined paper and tell them to use it to make a list of reasons why they chose that solution.



It is suggested you model a discussion of “good” and “bad” outcomes for each of the 3 possible solutions. You can use an example from the poverty group. Their first choice is to have richer governments give money to poorer governments. A good outcome of that is that it would make the world fairer. Poorer nations did not get to choose to be poor. By richer nations giving them money, it will make it so that all nations can have money. A bad outcome would be that you could not be sure that the governments in poorer countries will spend the money on helping their people. Sometimes governments make bad decisions. The students should then use the information on the sources from this lesson (1-20.C, 1-20.D, 1-20.E, 1-20.F) and the sources from the last lesson (1-19.C, 1-19.D, 1-19.E, 1-19.F) to decide which solution is the best one. Tell students that each group will then present their solution to the class. Then, as a class, like the UN, they will vote on each proposed solution.

3. Write Up Argument on Most Important Global Problem

For the evaluation task, have students complete the exit ticket (ASSESSMENT 1-20.G), where they write their own personal response to the lesson’s Inquiry Question: “Taking a global issue that you think is very important, what should we do to make it better?” In this exit ticket, students will write about their chosen solution and explain why it was the best choice. They should be allowed to use their notes on lined paper and the sources that correspond with their global problem as evidence. Ask students to include at least two pieces of evidence from the provided documents to support their answer.

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task. Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

C. CLOSING (6 minutes)

4. Hold Mock United Nations General Assembly

Have each group choose one student’s exit ticket that best captures their solutions. Have each group read their proposed solution (called a resolution). Ask them to explain which solution they chose and why. After each group reads their solution, have the class vote “yes” or “no” on passing the resolution (just like the UN does). If the resolution passes, tell the students that the countries of the world will have to follow it. If the resolution does not pass, tell students that it is okay. Every year many resolutions do not pass. In 2016, there were 135 resolutions debated and only 55 passed. It just means that you may have to change or fix your solution, so it can be supported by all the nations in the future.

D. EXTENSION

5. Write Letters to Political Leaders About Your Problem

Use language arts time to have students write letters to political leaders (e.g. mayor, state representative, governor, congressperson, senator, president) about their global issue and proposed solutions.

EVALUATION

ASSESSMENT 1-20.H

Before using the exit ticket, consider using a graphic organizer or two column notes to prepare students for the writing task (generic examples are available in the Organizers



section at the end of this Instructor Manual-before “Writing Rubric”). Consider using sentence starters and modeling to help the students with their answer to the inquiry question.

A generic writing rubric for evaluating exit tickets is located at the end of this Instructor Manual-before “Additional Resources.”

What to look for?

Answers will vary based on students’ solution choice. All students’ answers should include at least 2 pieces of evidence from their worksheet or the sources.



GRADE 1 POST-TEST: ANSWERS

At the end of the Open Social Studies Curriculum Grade 1, it is recommended that teachers administer the Grade 1 Post-Test, which is located after Lesson 1-20 in the Student Workbook. The Grade 1 Post-Test is a 12-question assessment of the main concepts that should have been learned in previous years (questions 1-6) and new concepts that are included in this curriculum (questions 7-12). This assessment will give an indication of the students' current social studies knowledge and their results can be compared to the pre-test that they took at the beginning of the year.

Depending on reading and writing level, Grade 1 students may have difficulty completing this pre-test on their own. If students need support, this pre-test can be administered orally.

Below are the answers to the post-test.

Question 1. List the days of the week.

Answer 1. Sunday, Monday, Tuesday, Wednesday, Thursday, Friday (correct order or spelling is not necessary)

Question 2. List the months of the year.

Answer 2. January, February, March, April, May, June, July, August, September, October, November, December (correct order or spelling is not necessary)

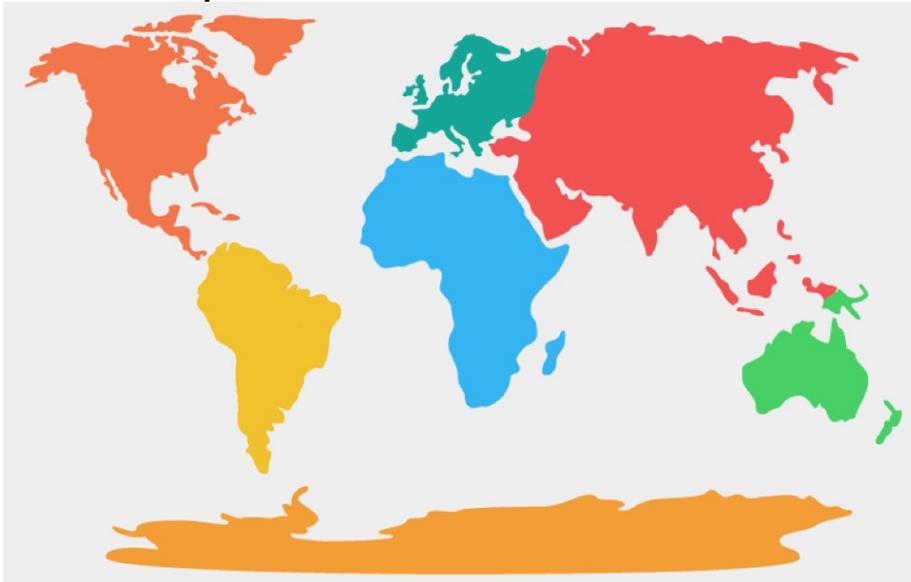
Question 3. What is the picture below?

JANUARY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Answer 3. A calendar, the calendar for January, or a description of this as the way we tell what day or month it is.

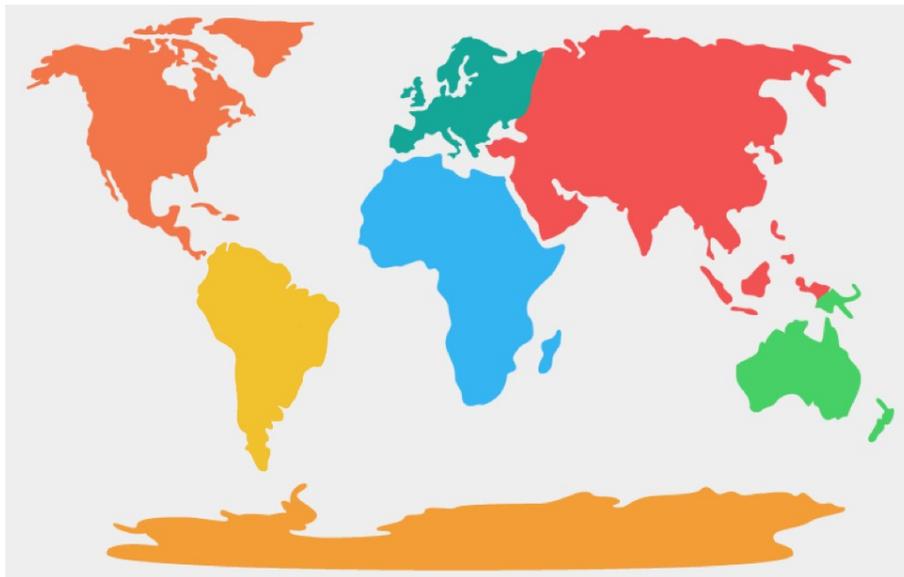


Question 4. What is the picture below?

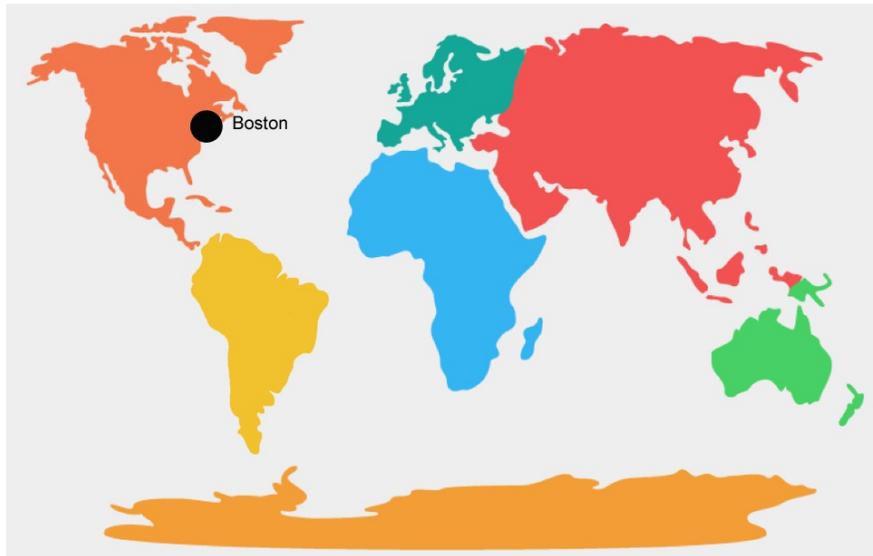


Answer 4. A map or it shows the different continents or shows the land/water on Earth.

Question 5. Draw a circle in the place where you live (Boston) on the picture below.



Answer 5.



Question 6. What is the name of the country where you currently live?

Answer 6. United States, United States of America, USA, or America

Question 7. What is the difference between a city and a town?

Answer 7. A city (usually) has more people than a town; a city has a mayor.

Question 8. What is a state?

Answer 8. It is made up of many cities/towns or it has a governor.

Question 9. What is a country?

Answer 9. It is made up of many states (or cities/towns) or it has a president.

Question 10. Name or draw a symbol of the United States.

Answer 10. American flag, stars and stripes, the eagle, Liberty Bell, White House, Capital Building, Washington Monument, etc.

Question 11. Which community (city/town, state, national, global) is most important in your life?

Answer 11. Answers will vary. Students should use at least two pieces of evidence to support their answer.



Question 12. Thinking about the people that we studied this year (see list below) who was the most important and why?

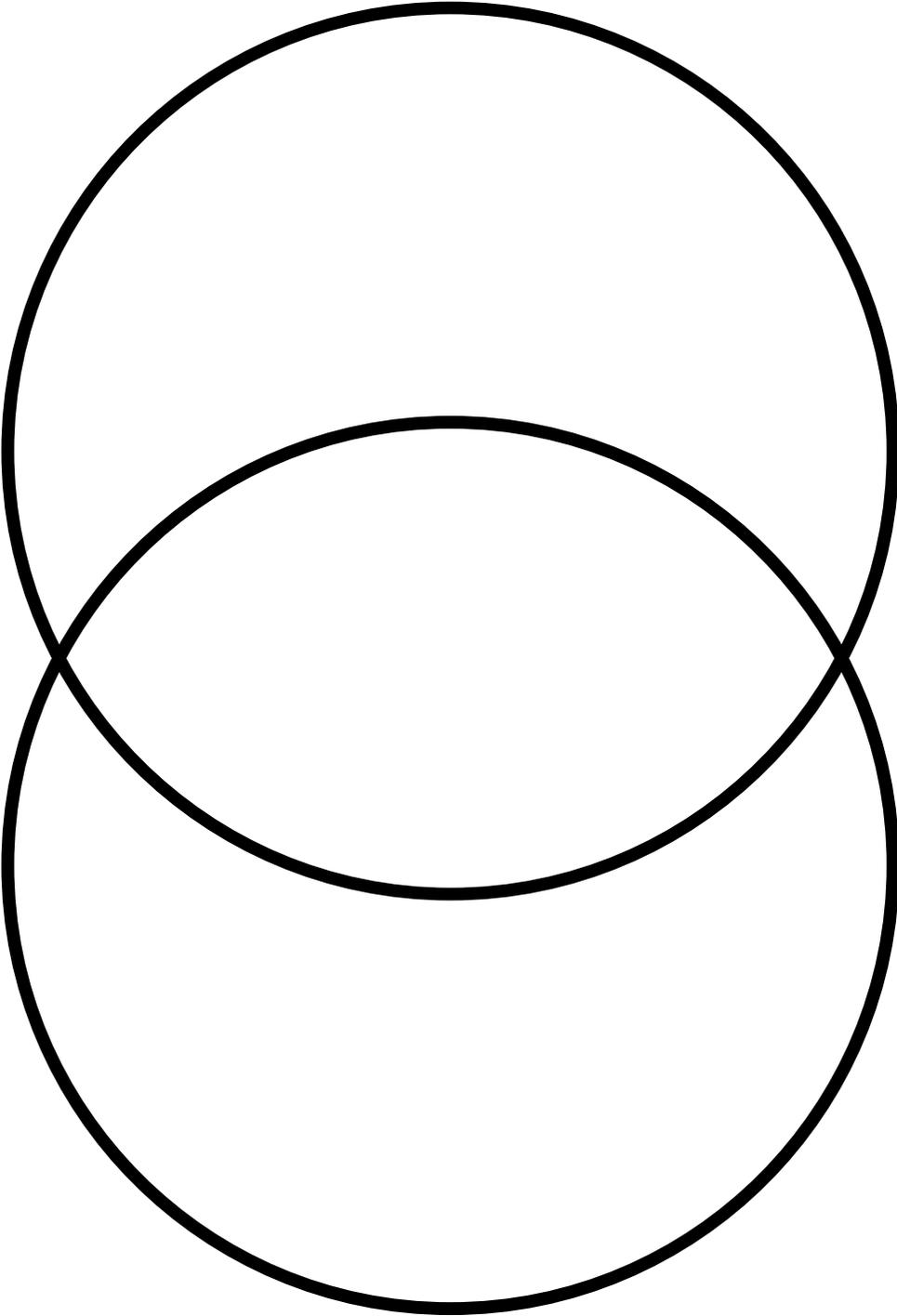
We studied: your parents, grandparents, relatives, and ancestors, Harriet Tubman, Alice Paul, Fred Korematsu, César Chávez, Amelia Earhart, Jackie Robinson, Lin-Manuel Miranda, Yo-Yo Ma, The Wright Brothers, George Washington Carver, Rachel Carson, Eugene Trinh, Mahatma Gandhi, Desmond Tutu, Malala Yousafzai, and Mary Robinson.

Answer 12. Answers will vary. Students should use at least two pieces of evidence to support their answer.

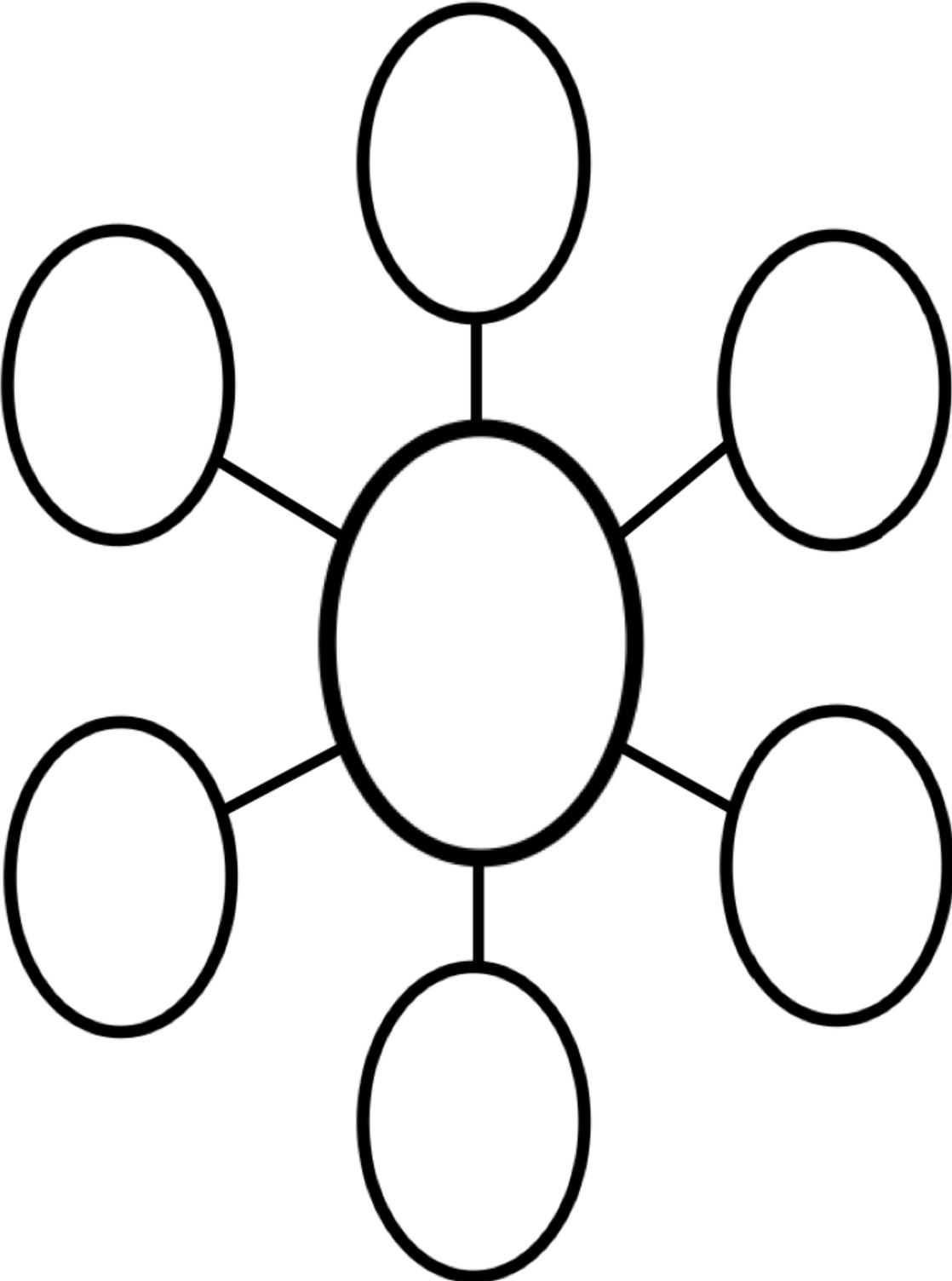


ORGANIZERS

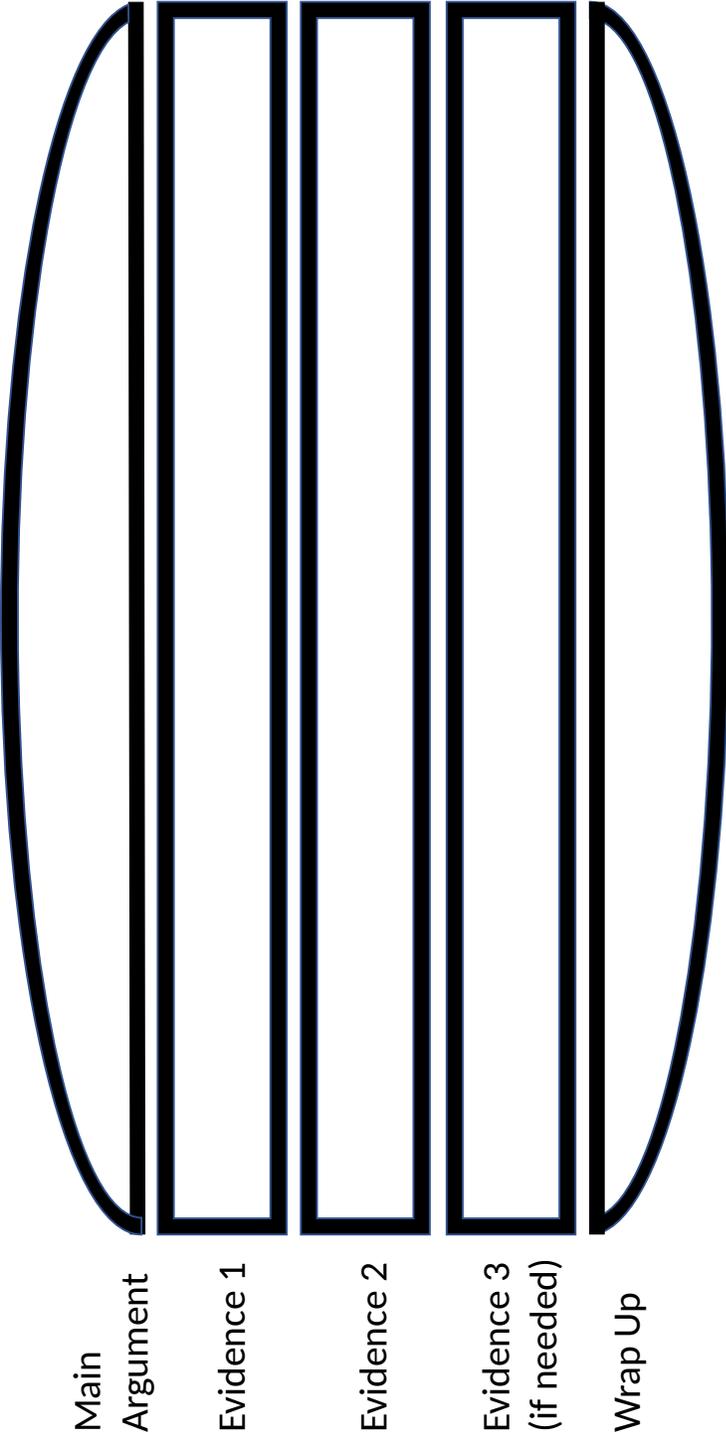
Venn Diagram



Thought Web



Paragraph Sandwich



Two Column Notes



Main Idea	Details



WRITING RUBRIC

	4	3	2	1
Argument	Made an argument	Described an opinion (stated a side with no evidence)	Only explained; did not take a side	Did not answer question
Evidence	Included more than 2 pieces of evidence	Included 2 pieces of evidence	Included less than 2 pieces of evidence	Included no evidence
Links Evidence to Argument	Connected each piece of evidence to the argument	Connected most pieces of evidence to the argument	Connected few pieces of evidence to the argument	Did not connect evidence to argument/did not have an argument or evidence



ADDITIONAL RESOURCES

Below is a list of lesson plan and unit resources from other organizations, which in conjunction with Open Social Studies, may help teachers develop a content-rich elementary social studies curriculum.

Boston Public Schools: History and Social Studies Department

K-12 Curriculum Resources

<https://sites.google.com/a/bostonpublicschools.org/history/curriculum-documents/>

Massachusetts Department of Elementary and Secondary Education

Model Curriculum Units (Elementary-Level; Social Studies)

http://www.doe.mass.edu/candi/model/download_form.aspx

C3 Teachers

Inquiries

<http://www.c3teachers.org/>

New York State Education Department

New York State K-12 Social Studies Resource Toolkit

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit>

Teaching Tolerance

Elementary Resources

<http://www.tolerance.org/activities>

Facing History and Ourselves

Educator Resources

<https://www.facinghistory.org/educator-resources>

Primary Source

Online Curriculum

<https://www.primarysource.org/for-teachers/online-curriculum>

Share My Lesson (American Federation of Teachers)

Educator Resources

<https://sharemylesson.com>

Better Lesson (National Education Association)

Educator Resources

<https://betterlesson.com>



ABOUT THE DEVELOPERS



Christopher C. Martell, Ed.D.

Chris Martell is an Assistant Professor of Social Studies Education at the University of Massachusetts Boston. He teaches courses on elementary and secondary social studies methods. He was a social studies teacher for eleven years in urban and suburban contexts. For most of his teaching career, Chris taught in Framingham, Massachusetts, which is a racially and economically diverse urban school outside Boston with large immigrant populations from Brazil, Central America, and the Caribbean. His research and professional interests focus on social studies teachers in urban and multicultural contexts, critical race theory, culturally relevant pedagogy, and historical inquiry.



Jennifer R. Bryson, Ed.M.

Jenn Bryson is a former elementary classroom teacher in the Chelsea Public Schools and specializes in the professional preparation of elementary education teachers at Boston University. Her responsibilities include coordination and supervision of student teachers in the elementary education program and the student-teaching abroad programs in London, England, Sydney, Australia, and Quito, Ecuador. She also facilitates the elementary pre-practicum placements for juniors and graduate students. In addition, Jenn teaches a course on urban education, leads field seminars on classroom management, and facilitates a book club entitled “Dads Read” at the William Monroe Trotter School in Dorchester, Massachusetts.

